

# Break

## In search of the common grail

"The search for a common curriculum", said Maurice Holt at the weekend, "has taken on some of the aspects of a medieval quest for the Holy Grail". If he is right, Holt himself is certainly one of the shining knights in the lead of the confused rabble of curriculum developers switch direction to look for a common goal (or goal).

As head of Sherborne School, Hordesdon, he won considerable respect for the common curriculum he built successfully to run right through the first five years, and described in his recent book *The Common Curriculum*. Now he has set up on his own as a curriculum consultant (the first in the field?) and he was speaking at a conference he directed for the Cambridge Institute of Education which depicted the quest in more pedestrian terms of structure and implementation.

This took shape, with the guidance of such philosopher-kings of the curriculum as Professor Denis Lawton, of the London Institute, and Tony Becker, of Sussex University, as a demanding series of discussion groups on design, control and change for the participating heads, i.e., decision-makers and such. Denis Lawton's lead was by step introduction made it all sound easy, or at least possible; Tony Becker demonstrated the difficulties. Did the obstacles that beset the path make a common curriculum impossible?

One of the first chasms requiring an intellectual leap, in the minds of the public if not of all those conferring, opens up between the Prime Minister's school of thought and the HMI's. The demands of Mr. Callaghan's speech, which the Rhodes House group, headed by the Green Paper, emphasize on the needs of the 10 per cent who switch schools, could only be answered by a unit form curriculum which ensured that timetables everywhere covered the same things at roughly the same time, with the likely outcome that they would do no more than required.

The common curriculum which might be built on the eight areas of experience set out in the HMI's 11 to 16 paper—academic and creative; ethical; linguistic; mathematical; physical; scientific; social and political; spiritual—could allow for far more desirable diversity, without compulsion, but how do you make the leap between such concepts and the subjects on the timetable?

For a start, whose concepts do you

settle for? A curriculum based on a common culture might adopt the HMI's eight areas, or be influenced by the dreadful backlash effect of the AP's six kinds of development, which leave out the ethical and spiritual. Should you go back to the daddy of them all, Professor Paul Hirst's theory of knowledge, which sets out seven distinct forms of knowledge—basic and maths, physical sciences, human sciences (history, etc.), moral, religious, philosophical, aesthetic. "The magnificent seven" as they are known to students of education.

Lawton himself reduced it to five kinds of knowledge. "Five, six, seven, eight, who do we appeal to?" Perhaps, as one discussion group realist put it, it doesn't matter whose philosophical base you use, as long as you've got one behind your curricular exercise. The triumph of Lawton's exposition was that he did demonstrate with some clarity how philosophy might be translated via national guidelines into subjects for the whole curriculum within which goals might be set in the schools.

At this stage more doubts surface in the inquiring groups. Faced with a list of subjects, the head's instinct is either to say we're doing that already, or alternatively, that it's impossible. A list of subjects is meaningless unless you are clear what areas of knowledge they incorporate.

The really hard work comes, not when you are ticking off a status of experience, but when you get down to a timetable that truly incorporates them, as some of the schools taking part in the HMI's pilot 11-16 projects have already found.

The Cambridge groups showed an understandable reluctance to get down to the timetable exercise. One factor that spurred them on was the fear expressed in all ages that the AP's backwash affect and the growing i.e., mainly for any sort of testing, however unsuitable, will force curriculum control on the teaching profession from the outside unless they extend their professional autonomy and make themselves accountable on their own terms.

## Hole in the middle

Room for anyone with ambitions to take a more leading role in the shaping of the curriculum? The Rhodes House group, headed by the Green Paper, emphasize on the needs of the 10 per cent who switch schools, could only be answered by a unit form curriculum which ensured that timetables everywhere covered the same things at roughly the same time, with the likely outcome that they would do no more than required.

## Tory tussles

An interesting sidelight on the continuing battle between Norman St John-Stevens and Rhodes Boyson for the hearts and minds of the Conservative Party appears on our letter pages this week (page 20). Ian Tunncliffe, chairman of the party's National Advisory Committee on Education, takes us to task for a story which appeared as long ago as last June (when the battle last advisory committee would revolt if Dr Rhodes Boyson were to be appointed

education secretary in a Conservative government. Not only was this sweeping statement totally untrue, but it was written in Boyson himself to reassure him on this score. Leaving aside the naturally indiscreet source for this story, it is worth noting that both letters were dated September 21, Thursday of last week. At that time, the future Mr. Boyson's revelations of exam results was in his sight, and it was on the following day that St John-Stevens issued a public rebuke to his wayward lieutenant. It does not look as if the party's official education spokesman has got total support in his despairing efforts to bring his number two into line.

## Where do high flyers go . . . ?

One of the best candidates for the top post in the education department of the Equal Opportunities Commission which is advertised in the TES today (see recent readers may have noted in this page last week) is likely to be the man who only last week accepted a junior job in the department.

Wilfred Knowles, who at present is head of Rochdale's Belfield Community School, is so enthusiastic about the work the EOC could be doing that he was prepared to take a considerable cut on his present salary (£7,600 with allowances) to become one of two new senior executive officers. Even if he gets the principal's job, for which he now intends to apply, it will pay less than that.

He is moving partly for the greater national scope the EOC will give him, and partly, perhaps, to solve the dilemma of what to do next when you have become a head for the first time at only 31.

Now 42 and in his third headship, Wilfred Knowles has made his reputation as the outstanding head of Belfield since the school was opened by Lady Plowden five years ago. It serves a housing estate which was badly run down but which has turned, rather than been given, a new lease of life since the school's total commitment to everyone living there was recognized as genuine. Its council, elected on a community group basis, is a model of its kind, and the school has been on the best of terms with it.

Knowles says himself if he has given a wealth of contacts from the cradle to the grave, dealing with playgrounds, secondary school infants and senior citizens on any given day, but the great range of opportunities has been within a narrow field.

Moving on to the national scene, he will hang on to the same priority which is opening up opportunities for those who have not had them, often because of lack of access to information rather than lack of knowledge. He sees this as applying as much to new opportunities for women as for the Rochdale working class. He would like to see the EOC doing a lot of work, for example, in places like supermarkets and laundrettes, where he has successfully advertised community centres.



We'll need to raid the transfer market for language and science candidates.

Knowles is described by those who know him well as a modest man with a rare combination of idealism and practicality. This is a mix which will endear him both to friends of the EOC who want it to succeed in the educational field, and to his fellow professionals.

## The murky truth

When is a blacklist not a blacklist? The answer is, when it is department TS 13.

The existence of an ILEA blacklist has long been darkly rumoured by disaffected teachers, and it has recently been confirmed, perhaps by Brian Haddow, the dismissed deputy head of William Tyndale school. It is because he is on this blacklist, he claims, that ILEA had him removed from the short list for a post on the Winchester Youth Project, a youth club and training centre.

The truth is, of course, a little more elusive than that. The ILEA has denied that it threatened to close the project if Haddow were appointed, though there are certainly two sides to the story. What is agreed is that ILEA would refuse to pay Haddow's salary if he were appointed against its wishes, which might indeed have had the same effect in the end. It is one of the terms of the ILEA grant to the project, which is financed jointly with the Camden social services, that they should approve of teaching staff.

This rule always applies to voluntary projects, which gives the ILEA Inspector's advice far more weight than it does in appointments to ordinary schools, where the governing bodies can and do ignore an Inspector's advice on occasions, as can ILEA members when appointing heads. So, paradoxically, it could be harder for Haddow to get a job in a voluntary body than in an ILEA school.

But would the blacklist operate in any case? What does happen if any prospective employer contacts the County Hall staffing department for advice is that they are referred to department TS 13. This deals with all disciplinary matters

relating to teaching staff. If the file is there it will certainly be brought into play, though it does not automatically mean you will be struck off the list, especially if you look on it as a warning to be a different sort of job.

## Hardy perennial

Timmus Hardy, one of the posthumous money-planners publishing history, died 50 years ago. That means from last year, his work will be in copyright and in the public domain. Small by for a sudden free-for-all, the films and TV seize the opportunity. Roman Polanski is to have plans for *Tess*. It can be a matter of time before Russell Lye bare-Jude's movies.

All of which must in some way be connected with the educational competition now being waged by Macmillan to mark the Hardy's centenary and their own 75th anniversary with the work of the Hardy. There were three classes: two those aged 16 and below, and four those aged 17 and 18. Over 1,000 entries were received from 250 schools, and among them were names of James Gibson, of College, Canterbury, who, with David Cecil and Desmond Knox, judged the competition standard throughout was high.

Of the nine winning eight were girls, confirming the dominance of girls in English. The solitary boy, George from Rushmore, Clift School, was the winning essayist, senior group with a polished, relaxed piece on *Far from the Madding Crowd*.

Unfortunately, Harold, who had hoped to press onwards and would, no doubt, regard the company with recollections of the Hardy was indisposed. Maurice took his place as a child, once been introduced to the author, but his own recollection of the occasion was of being "a rather good chocolate mint cream".

Artists

## Next week

Reading tests: Roger Garrod argues that teachers are not looking critically enough at their use and content.

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Picture by Rod Gervais

## This week

### Soviet solution

Russia has had its own Great Debate as a new study of USSR schooling shows. And John Maddox gives a first-hand look at school in Novosibirsk. page 6

### Shirley's scorcher

The Education Secretary, Mrs Shirley Williams, hits out at Mr. Thatcher, Rhodes Boyson and St John-Stevens in a speech at the Labour Party conference in London. page 3

### Little India

Refugees at the problems of schoolchildren stranded in Southall. page 11

### Wn in the valleys

Will children get fewer examinations than the English. Barry Wetherill, Education Secretary, says talks to improve standards. page 4

### Trusting the tests

Why do we trust teachers to mark and to take up a questioning attitude to the use of reading tests? page 21

### Who survives?

How has become of the free schools that flourished in the early 1970s? Richard Hewitt reports. page 22

## Brecht's shadow?

John Russell Tynan reviews a new study of Erwin Piscator and German political theatre. page 24

## Social studies

Three special pages of books on sociology, economics and environmental studies. pages 29-31

## On the road

Heather Nell spends a couple of days with the Royal Shakespeare Company's touring offshoot. page 22

## Extra: Maths

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## Leaders

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## Classified ad index

page 38

## Let Ulster show the way

Opportunities at 16 (page 8), the report of the Birley study group, commissioned by the Northern Ireland Department, takes a deep breath and then makes out a case for a comprehensive scheme of education and training for all up to 18. But, it should be added, a longer period of compulsory education: the report is intently sceptical about the enforcement even of the present attendance law. Rather, as the title suggests, the report is about the opportunities which can be offered, and the incentives which can be held out, so that, as the notion of juvenile employment fast disappears, it can be replaced by an integrated and comprehensive programme of secondary and further education, industrial training and vocational preparation. If this has a familiar ring, what gives it the quality of a rallying cry is that it sees this not as an emergency response to a temporary rise in unemployment but as a way of meeting long-term needs. It is not concerned with stopgaps for school leavers but an articulated programme for the full two years following the minimum leaving age.

Even so, it leaves a great deal still to be considered. Alongside the bold and far-reaching central proposal is a great deal which is more descriptive and inconclusive, aimed at stimulating a wider discussion in Northern Ireland of issues which get pushed to one side. Whether this will be successful must be open to doubt. To give substance to the idea, Birley suggests an Education Council for Northern Ireland, a central forum of policy debate with some (but not all) characteristics of the Schools Council, to which a Northern Ireland Education Department could delegate various functions, in the circumstances

of Direct Rule this may make a lot of sense; but in its central function it will have the same hurdles to overcome as the Schools Council's Convocation, and arouse some of the same doubts.

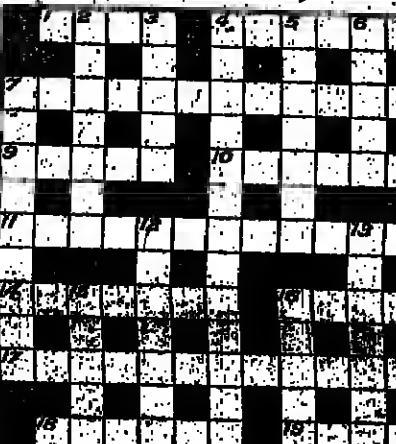
There is a lot of good sense in the report about the later years of the compulsory period of secondary schooling. Its argument for a diagnostic assessment at 14, and for relating school-leaving to a test of basic attainment for all (including those not entered for external examinations) will ring some bells over here, though it may be particularly relevant to an education system which is still strongly selective, and where (as in Wales) a relatively low proportion obtain CSE qualifications.

Those who believe it is strongly desirable that the rest of the United Kingdom should develop an efficient framework for education and training for the 16-18 year age group should give hearty support to the practical suggestion that Northern Ireland should be allowed to be the pioneer, and that extra money should be found from central funds for this purpose. The unit cost of the Birley scheme would be high—much higher than the present cost of MSC and FE programmes and the projected educational maintenance allowances. But Northern Ireland is small; there are good grounds for giving it positive discrimination because of its poverty and the high level of unemployment among young and old alike; and it would provide an excellent case study on which policy elsewhere in the Kingdom could draw.

## No comment

"It's called a reading laboratory. But it isn't really. It's just a box with a load of books in it."—child aged seven explaining SRA to her grandmother.

## Crossword No 1,152



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## DOES YOUR SCHOOL HAVE A KEEP BRITAIN TIDY GROUP LEARNING KIT?

Learning kits for use by teachers with children of middle school age (there are separate kits for 7-9 and 10-11 year olds) are being used in 4,000 Schools, Teachers Centres and Colleges of Education. Specially adapted kits are being used in 12,000 West German Schools.

Developed by the Keep Britain Tidy Groups schools research project at Brighton Polytechnic, each kit provides enough material to involve a class of 35-40 children in activities lasting up to a term. The kits are durable enough to be used again and again for years. Only one kit is required for the class teacher.

Both kits aim to give children an understanding of a responsible attitude towards litter and related problems in the local environment.

The project adopts an environmental studies approach. Children start by studying their local litter problem—how it affects their environment and how it can be avoided. Later they work on topics like packaging, recycling and refuse disposal and lead on to the wider aspects of the control of pollution and resource management. Interesting and practical exercises encourage the development of study and social skills through interdisciplinary project work linked to maths, science, history, art, drama and crafts.

Each kit contains a teachers handbook, work cards (laminated), a film strip and notes, three wall charts, litter prevention posters plus plastic gloves to protect the children handling litter.

Both kits and a Welsh version of the 10-11 kit are available from Keep Britain Tidy Group, 37 West Street, Brighton BN1 2RE. Each kit costs £6 plus 80p p. & p. Explanatory leaflets are also available.

**KEEP BRITAIN TIDY GROUP EDUCATION PROGRAMME**

## RECIPROCAL STUDY VISITS for teachers of all subjects

The Central Bureau arranges Reciprocal Study Visits for British teachers with colleagues in Denmark, the Federal Republic of Germany, Italy, The Netherlands, Norway and the United States of America. Participants are matched according to their interests and the particular aspect of the foreign education system they wish to observe. Each makes a 3-week study visit to their partner's school/college. Teachers stay as the guest of their partner whilst abroad and in return offer hospitality in their own country so costs are limited to travel and insurance. Applications for study visits to Germany or Italy should have a good knowledge of the language.

Teachers interested in Reciprocal Study Visits to Spain and Poland are also invited to contact the Central Bureau.

Study Visits to the USSR are also arranged but not in this case on a direct reciprocal basis. Teachers and administrators interested in making a study visit to Riga, Leningrad and Moscow from 9-20 November will be invited to contact the Central Bureau for details.

Further details and application forms (please specify country of interest) from—

**THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES**

England and Wales: 43 Dorset Street, London, W1P 3PH Tel: 01-495 5101  
Scotland: 8 Bruntsfield Crescent, Edinburgh EH10 4HD Tel: 031-447-5824  
Northern Ireland: Department of Education for Northern Ireland, Rathfriland House, Belfast, Co. Down Tel: 0667-93311

Department of Education and Science

Scottish Education Department

Department of Education for Northern Ireland



## School to work

### Policy alone will not create more jobs—Mrs Williams

The Education Secretary, Mrs Shirley Williams, this week spoke out against what has until now been the orthodox Government view of Britain's employment future, saying that the industrial strategy would not itself create more jobs, and that we must look more carefully at the way in which we are using technology.

Mrs Williams told a meeting run by Youngjobs on the eve of Wednesday's education debate at the Labour Party conference at Blackpool, that the projected figures for youth unemployment throughout the Western countries were "very frightening".

New jobs would have to be created in the service industries, and particularly in the social sector. "We must make clear that the argument about public expenditure is closely related to the argument about unemployment."

Means would have to be found to remove obstacles to mobility, such as housing, which prevented many young persons from moving to areas where there were opportunities; and there was a great deal to be done in providing retraining and adequate support to enable the ever-lazy to stay on in education to get better qualifications.

The expansion of the public services must not be in the form of a growth in local authority administration, but of "the sharp end"—nurses and teachers. "If I were given either £50m or £100m I would spend it first of all on more teachers for further education and the under-fives," she said.

Many additional community services should be provided by independent agencies rather than through local government. Ways needed to be found of helping the young to get together in groups to provide such services.

Through tax changes and other means, the Government could encourage small firms and give positive help to groups of craftsmen or people engaged in developing new ideas. Local government and the nationalised industries could show a greater willingness to buy from them.

Beyond these steps lay two larger questions: whether to move away from the free-market economy, with a new emphasis on recycling and labour intensive repairs; or whether it was right to go on accepting the received opinion that substituting capital for labour was in the long run the only way.

The underlying assumption of the Western world over the past century had been that it was always better to substitute machines for men and women, said Mrs Williams. The concept might have been appropriate a hundred years ago, but recent studies showed that edged value should be higher to firms using proportionately more labour and less capital for a given level of output.

It is essential to reconsider the whole concept, and at least to look at fiscal and economic policies that are neutral as between the two factors, said Mrs Williams. It was made clear to the meeting almost immediately that Mrs Williams' views are not shared by all her colleagues. After she had finished speaking, a number of other speakers, including the Labour shadow education secretary, insisted that the industrial strategy would create more jobs and that Britain's future lay in the maximum possible capital investment in technology.

But it is known that the Employment Secretary, Mr Albert Booth, agreed with Mrs Williams' views. He said that the Institute of Careers Officers, which has been set up as a direct source of new jobs, since it would make industry more capital intensive, but as a means of generating jobs for the creation of jobs in the service sector.

Mark Jackson



## Ulster: radical aid plan for a ravaged province

Mark Jackson on the report which calls for training of all Northern Ireland young people up to the age of 18

A de luxe version of the Youth Opportunities Programme is recommended for Northern Ireland in an official report published this week. A working party appointed by the province's Department of Education calls for everyone to be given the right to continuous education or training with full financial support up to the age of 18.

The working party, headed by Mr Derek Birley, rector of Ulster Polytechnic, also proposes radical changes in the approach to secondary education and its management. These include:

- Linking school leaving to an assessment test applicable to all pupils, with an earlier formal assessment at the end of the third year.
- Generous maintenance for all from at least the age of 15.
- Giving school governors a share in responsibility for academic and financial control.

A Northern Ireland Educational Council with wide ranging responsibilities for co-ordinating information, research, advice and as a link between schools, industry and government.

The working party says that although Northern Ireland shares the youth unemployment problems of other post-industrial societies, it deserves special treatment.

But it rejects the existing Youth Opportunities Programme as inadequate and misdirected. "In our view, the need for better training and the unemployment problem should be kept separate."

In its place, the working party puts forward a teenage programme which closely resembles the one originally envisaged by the Manpower Services Commission for Britain as a whole. This was turned down because of cost.

It proposes that all 16-year-olds should have the right to a full two years of post-secondary education, training or in jobs which provide education, training or general education. The existing Youth Opportunities Programme, which applies to Northern Ireland, is a slightly modified form, sets out only to provide a maximum of a year's participation, after a qualifying period of work.

Its scheme, it says, would provide financial support for those who stay on at school, college or for vocational training courses on the same basis as for other young people in the province. It criticises the Government's reluctance to consider the needs of young people in the province.

The Youth Opportunities Programme, which is a joint initiative of the Department of Education and the Manpower Services Commission, is a joint initiative of the Department of Education and the Manpower Services Commission.

## Drive on troublemakers swells sin bins

By Owen Snrridge

More than 500 secondary pupils are being removed from classrooms for disruptive behaviour at special centres as part of the Inner London Education Authority's attack on disruptive behaviour announced earlier this year. About 100 teachers are being given special responsibilities to help them.

The authority has also set up a 10,000 observation procedure for all primary schools to spot, and deal with, potential troublemakers. The cost—more than £600,000—will be met from a £1m fund set aside to finance computer-measures against disruptive pupils.

The authority has authorized 29

science, two of them extensions of existing schemes, to start this term. At least one more will start in January. Each pupil sent to one of the remedial centres will cost on average £600.

Although some 130 teachers are to be recruited for work with disruptive pupils, heads have been asked to put their most experienced and confident staff for the job. The authority regards the personal qualities of these teachers as of paramount importance. Temporary staff will take over their classes.

About 24 non-teaching staff are being recruited for work in the special centres. These include educational welfare officers, guidance counsellors and psychologists.

Groups of disruptive pupils are variously known as withdrawal

classes, nurture groups, sanctuaries, support units, or special study centres. A breakdown of the number of places provided reveals that the problem is worst in the inner-city areas, Camden and Westminster taking the lead with 165 places, closely followed by Islington, 159, Southwark, 124, and Lambeth, 110.

The only outlying district to come anywhere near these figures is Greenwich, which is to have places for 114 pupils. The area least affected is Tower Hamlets, with provision for only 12. Lewisham is to provide for 24, Kensington and Chelsea, 55, Wandsworth, 62, and Hackney, 72.

Meeting the demand for places away from schools—25 in all—is causing the ILA some difficulty

because of a dearth of suitable property. In some cases the authority is having to acquire houses and premises for the job. Because of this a few schemes will get off to a late start.

Where possible the authority intends to allocate centres for groups of schools, where difficult youngsters can get personal attention in what it describes as "a relaxed but personally controlled environment". Potentially delinquent children and those who have already failed for special treatment, be segregated for special treatment.

The scheme is to be closely monitored and evaluated to keep a running check on its effectiveness. The authority is also mounting an intensive research project at four south London schools.

## Home not only cause of bad behaviour

by Molla MacLean

Teachers must face up to the fact that schools affect the very children whose behaviour they are trying to control, a university professor said this week.

Professor Ronald Davie, of University College, Cardiff, told the annual conference of the National Children's Bureau in Lancaster that schools were inclined to blame disruptive behaviour on individual children or on their parents.

But although schools were powerless to influence some trends in society which affected the very pupils they taught, a number of studies had confirmed the commonsense view that schools could and did make a difference to children's behaviour.

"How the best schools achieved their results was often 'a mystery'," Professor Davie said that to help spread good practice a new type of in-service training course had been developed at University College, Cardiff, in collaboration with three neighbouring I.C.S.s.

It would aim not only to help teachers analyse the nature and extent of behaviour problems but also allow them to see how other schools coped. It would also help develop programmes of in-service training and staff development away from their own schools. Thirty teachers begin the two-year part-time course in Cardiff this week.

Mr Kenneth Marks, Parliamentary Under-Secretary of State, Department of Education, said schools could be a steady influence in the lives of children, and that the current emphasis on the provision of facilities—sports, recreation, especially for less well off families, helped to develop social skills. During the International Year of the Child, the Department of Education was to be allocated for play facilities that would be safe as well as enjoyable.

Mr Ray Carmichael, social administrator and social work department chairman of the Supplementary Benefits Commission, said children faced the possibility that four out of five of them would spend a life in an alternative future, one where employment was no longer the criterion of social position and where education could no longer guarantee even the middle class a secure future.

He said that the middle class would be a key factor in the future, not only because it could better the situation of the poor, but also because it would be the only group that would be able to do so. He said that the middle class would be the only group that would be able to do so.

Accepting that school governors and managing bodies have a wide role in the curriculum, the working party recommended that schools should set up staff academic boards to report on academic policy to management committees. But it also wants an Education Council for the whole province of education, which would be a joint initiative of the Department of Education and the Manpower Services Commission.

While teachers of other professional members of the education service, including administrators, should be in the majority on the council, it should have strong representation from the community. To achieve the desired improvements in secondary and further education, and training, the teacher training programme would have to be re-examined.

The working party also recommended that the Youth Opportunities Programme, which is a joint initiative of the Department of Education and the Manpower Services Commission, should be a joint initiative of the Department of Education and the Manpower Services Commission.

The Youth Opportunities Programme, which is a joint initiative of the Department of Education and the Manpower Services Commission, is a joint initiative of the Department of Education and the Manpower Services Commission.

## Firing: union seeks inquiry

Wolverhampton branch of the National Union of Teachers has demanded an inquiry into the hiring and firing of Mr Jagoe Atwal.

Mr Atwal was interviewed in May for a Scale 3 post in the basic skills department at Valley Park School. He was to start work this term. A few weeks later he was told that the education sub-committee had failed to ratify the appointment.

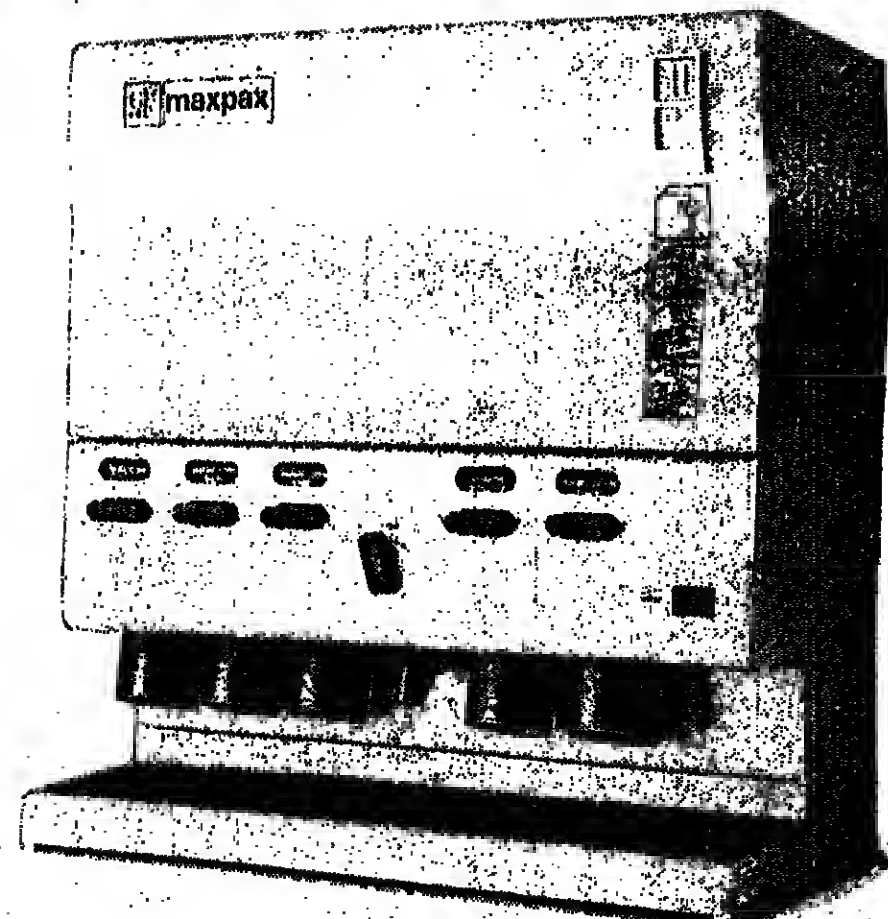
Mr John Bowdler, the NUT executive member for the region, said the union wanted a comprehensive inquiry. It wanted to know why Mr Atwal was not told that his appointment had been opposed initially and the reasons for the delay in telling him.

Given a favourable decision, the authority could use funds available to support voluntary organisations, or it could decide to sponsor the school under the Hackney/Islington Inner Cities Partnership Scheme.

A spokesman for the ILA said that the school's application was being considered but did not know when it would come before the authority's schools sub-committee.

● Feature, page 22

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**AUSTRIA**  
Applicants must be native speakers of English. They should be fully qualified secondary teachers with at least five years' experience. Fluency in the German language essential. Salary: A.S. 12,365 per month. Appointments are in all types of secondary school.

**BAVARIA**  
Applicants must be native speakers of English, entirely educated in the UK, holding a degree and teaching certificate with at least five years' secondary teaching experience. Fluency in the German language essential. Salary: DK77,906-87,420 per annum. Appointments are to a school district—teachers will serve in a number of Volkshochschulen in the district.

**DENMARK**  
Applicants must be fully qualified secondary teachers with at least two years' experience teaching in the 11-17 age range. They should be single, aged between 25 and 35. Knowledge of Danish language not required. Salary DK77,906-87,420 per annum. Appointments are to a school district—teachers will serve in a number of Folkeskoler in the district. Full details and application forms (please specify country of interest) available from:—

### THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

England and Wales: 25 Dorset Street, LONDON W1N 3PN  
Tel: 01-486 5101  
Department of Education and Science

Scotland: 3 Bruntsfield Crescent, EDINBURGH EH10 4JH  
Tel: 031-447 8024  
Scottish Education Department

Northern Ireland: Railway Road, BELFAST BT6 3JL  
Tel: 0243 66311  
Department of Education for Northern Ireland

## Your neighbour... or yourself?

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Keep confidence with public, AMA warns Waddell

## Cities appeal: save the GCE

A common exam at 16-plus has been given the thumbs down by the Conservative-controlled Education Committee of the Association of Metropolitan Authorities.

The committee has decided that although there is a good case for exam reform, it favours preserving separate GCE and CSE exams.

This goes against the central recommendation of the Waddell Committee on School Examinations which proposes a joint 16-plus examination system.

Mrs Shirley Williams, the Education Secretary, is expected to announce that the Government will go ahead with the merger of O level and CSE examinations in a White Paper due to be published before the end of the month.

This will obviously not meet with the approval of the majority of the AMA Education Committee which, in observations on Waddell to the DES, says that the separate identity of the GCE and CSE must be preserved to achieve confidence in the exam system.

In its report to the DES the committee agrees that there are "far too many" exam boards,

often working too separately. It agrees with the regional grouping of exam boards recommended by Waddell, greater collaboration on syllabus overlap and the development of a single seven-point grading system incorporating GCE and CSE grades.

"The key issue is what arrangements will be made to secure the necessary and absolute national confidence in the reforms being considered," says the report.

Links with the universities were of the "utmost importance". Another way of achieving confidence was to preserve the identity of the GCE and CSE, it said.

Mr Malcolm Thomson, chairman of the AMA Education Committee, said that the committee was giving a considerable measure of support to changes in the school exams system proposed by Waddell.

But he felt that interference with the exam system had lessened public confidence in it.

The Labour group on the committee opposed the report sent to DES, Mr Peter Horton, Labour group spokesman, said it would be a "melodrama" if the Waddell

reforms become a party political matter. The AMA's own educational officers have given their full backing to the principles of the report.

"The restrictive GCE O level exam acts as a barrier to many factors in British living one of the poorest proportions of 16 to 18-year-olds still in full-time education in the Western world," he said.

The view of the AMA Education Committee also coincides with that put forward by the Conservative-controlled Education Committee of the Association of County Councils.

In a report to the DES the committee notes that one of the "serious drawbacks" to the present dual system was the variability of standards nationally between the differing GCE and CSE boards.

The committee feels that Waddell's idea for a central body responsible for ensuring good criteria for assessment procedures in a reduced number of exam boards should create greater standardization and, in a direct clash with the AMA view, greater public credibility in the exam system.

### Head stole cash

A head insisted on "an air of secrecy" every time he asked his school secretary to enter up the account books kept in a locked cupboard in his study.

The reason came to light when Hertfordshire County Council auditors examined the books at St Nicholas Junior and Infant School, Leichworth, Herts, a court heard last week.

Aden Howe, 47, had stolen more than £800 including paymaster's tickets and school photographs money.

Howe, of West View, Leichworth, admitted eight offences of theft from the school and asked for five others to be considered. He had sold his car to repay the money and was now working as a salesman.

He was sentenced to six months' imprisonment, suspended for two years.

## High Street advice centres urged for anxious parents

An education "shop" in every high street in Britain was demanded at the Pre-school Playgroups Association conference in Redbridge, London, last week.

Dr Barry Knight, for four years deputy director of the National Educational Research and Development Trust, said that parents concerned about their children's education had no one to turn to for impartial help and advice if they were wary of taking their problems to the school.

"If the local authorities, with a lead from central government, could set up a chain of education shops, parents might be able to create a stronger partnership between home and school with obviously beneficial results for children of all ages."

Parents were often confused and bewildered by much of what happened in schools. "An education shop would provide the link between the authorities, the teachers in the classroom, and the parents. It would be a place where parents could learn more about how to help their children to get the best out of Britain's £6,000m education system."

With the cuts fresh in the minds of the busy, money-poor parents, it was not surprising that they would be glad to have a place where they could get help and advice. After all, it belongs to them.

## Max Beloff against the collectivists

Fees for schooling are probably the only means of ensuring that parents are both aware and concerned at what is happening in schools, says Professor Max Beloff, principal of the Independent University College at Bockingham, in a pamphlet published last week.

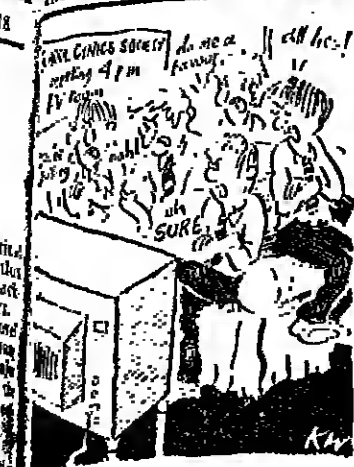
Competition and innovation in education are vital if Britain is to recover its economic and social health. Professor Beloff, a former Oxford professor of government, warns: "Yet these will not be introduced by a few technical devices such as greater parental responsibility in running schools or vouchers to be spent where a parent chooses since such devices depend upon a degree of parental awareness and concern not now generally diffused in society."

"I am not in fact even sure that there is any way of diffusing it rapidly except by the introduction of fee-paying. As the norm—since parents do pay—takes as seriously as it does, it will do so."

Professor Beloff accuses Labour governments of advancing not an educational but a political idea in its crusade for the comprehensive. The idea is to create a common life in a collective society from which individuals' incentives to achievement as far as possible will have been removed.

"One rule that schools must play—that of giving all children the basic skills needed in an advanced society will be served, however, in some places. Another, the selection and training of the nation's future leaders, will go by the board."

The Title of Collectivism can be turned? Conservative, Political Centre, 21 Smith Square, London SW1: 6D phone.



## Fewer hurt at school than home

It is slightly less dangerous for a child to be at school than at home, according to a survey published last week, but playgrounds are much more hazardous than classrooms.

Accidents at school constitute less than one fifth (18 per cent) of total accidents to children compared with one fifth (20 per cent) at home. More than three quarters of accidents at school happen in the playground or sports area. As children spend only one fifth of their time at school, they are clearly the most dangerous.

Accidents in the classroom, where children spend three fifths of their time at school, amount to only one eighth of total school accidents, and only one fifth of all accidents to children in and out of school.

The figures are based on a survey of the 1,820 children aged 15 and under in South Glamorgan who attended hospital because of injury during May 1977, and on selective interviews of 694 children in the same area who were injured at home up to October.

The authors, Dr Gill Muddocks and Dr John Sibley, whose findings are published in the current issue of *Safety Education*, a journal of the Royal Society for the Prevention of Accidents, conclude that greater supervision in playgrounds and sports fields would be advisable.

## Contact the Schools Council before inventing wheel

Schools should give the Schools Council a try, its new chairman, Anthony, Director of the Council, says this message in the council's newsletter.

"It exists to help teachers and schools to work together in a coherent way. It will provide the necessary knowledge, information and record, the council says."

"It does not have to keep the wheel. The wheel exists because it is necessary for many people to be thought out every school or group of schools."

"The council suggests that Schools Councils should be appointed in schools, and that they should be given the authority to be able to contact one of the council's own field officers."

The council is converted from the Government's Schools Council, which was set up in 1974. The council's main aim is to improve the quality of education in schools.

## The triumph of cynicism over soap powder...

Most television commercials are boring, uninteresting and dull, according to children in Newcastle upon Tyne. Soap powder advertisements are a whitewash, others encourage people to waste money.

The 11 to 15-year-olds from one of the city's large comprehensive schools were answering questions put to them by the North East Publicity Association as part of a study of the impact of advertising on children.

Mr Ivan Brissenden, vice-chair-

man of the association, quoted the survey at a conference last week on health education and school children, which was organized by the Durham Area health authority.

The pupils' views contrasted strongly with attitudes attributed to them by critics of advertising, he said. These accused advertisers of "tapping inner urges, emotions or other processes over which the individual has little voluntary control".

A far more realistic view was that most people were well able

to select useful information from the messages they received and discard that which they observed to be misleading.

"The only thing is that, if anything, these children are a bit too cynical in their attitudes, rejecting much that was true as being misleading. They are not the brain-washed, conditioned, sheep-like individuals some critics would have us believe."

Commercials on detergents came under heavy fire from the children. All but one were dismissed as boring or identical. The exception

showed a pair of dirty white gloves shoved deep into a trousers pocket only to emerge gleaming white after washing. This, in the children's view, was completely unbelievable.

The best-liked commercials were the funny ones with cartoons or lots of music. Dinky the Post Office's wacky, yellow bird, got a special commendation, although one boy accused the Post Office of encouraging people to make wasteful use of telephones. "Phone calls are not cheap," he said.

Stephen Cohen

## Duty-free aid for handicapped?

Cheaper aids and materials for the handicapped could be on the way if the Council of Ministers of the EEC adopts a new policy already approved by UNESCO.

The commission promises to allow duty-free entry for materials such as children's picture books printed in relief for the blind, braille paper, special typewriters, orthopaedic appliances and games equipment. This is in line with the protocol adopted in the 1976 UNESCO conference which extended customs relief to goods for all handicapped people, not just for the blind.

## More campaign for new deal on juvenile crime

A grassroots pressure group urging more community-based preventative work in the treatment of young offenders was set up this week.

It is the second of its kind to be launched in two weeks. Mounting concern over public misconceptions about juvenile crime has prompted five organizations to set up a similar pressure group—New Approaches to Juvenile Crime—officially launched last week.

Both groups stress that residential or custodial care is expensive and often does not work, despite recent calls for "short sharp

shock" penalties and stiffer punishments for the young offender.

The new group has been set up by 450 teachers, social workers and others working with young offenders in the London area. It will campaign for wider professional and public understanding of intermediate treatment, a method of treating juvenile offenders or children at risk of coming before the courts through a wide range of community programmes.

Under the Children and Young Persons Act 1969 magistrates were empowered to issue 90-day Intermediate Treatment (IT) orders for offenders aged 10-16 years, but lock

of money has meant the orders were rarely used.

In a statement issued this week the group said that residential care neither deterred the young offender nor encouraged character development. "IT offers a cheaper, more humane, and above all more effective alternative, and it must be vigorously expanded if we are to reduce present levels of juvenile delinquency," it said.

The group will call itself the London Intermediate Treatment Association but membership is not restricted to the London area. It is hoped a national IT pressure group will be formed.

# CAPITAL RADIO AWARDS FOR MUSIC STUDENTS

Capital Radio is pleased to announce the creation of the following award schemes for music students in the London area.

## THE ANNA INSTONE MEMORIAL GRANT

This grant of £2,500 is to be awarded annually for post-graduate studies at home or abroad to a student from one of London's Music Colleges. The grant will be made to the student whom the Selection Committee considers to be able to make the best use of the money awarded. Nominations can be made only by Principals of the London Music Colleges and by not later than March 1st 1979.

## MUSIC COLLEGES COMPOSITION PRIZE

This is an annual competition open to students of composition under 25 years of age studying in London during the Academic Year 1978/79. The 1978/79 competition is for a work scored for a chamber orchestra of strings, 2 oboes and 2 horns. The prizewinner will receive £500 and the work will be publicly performed by the Wren Orchestra. Entry is by formal application only. If you wish to enter, please complete the form below and return it to Capital Radio, together with a letter of reference from your Professor of Composition. Closing date for submission of scores is May 31st 1979. Last date for application to participate is March 1st 1979.

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Further particulars and application forms may be obtained from The Vice-Principal's Secretary, Dunfermline College of Physical Education, Crumond Road North, Edinburgh EH4 6JD.

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Further information and application forms for September 1979 may be obtained from the Secretary (Miss J. A. Smith), Faculty of Education, 47A St. Dunstons, Bedford Way, London WC1E 7HU.  
Telephone: Bedford Way (0277) 61671.

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Further details of the course of research degree offered by the Department may be obtained from the Graduate Studies Tutor, Department of Educational Research, Central College, University of Lancaster, Lancaster, LA1 4YW.

## In-service planning network is proposed

by Berl Lodge

Nine regional committees in plan the in-service training needs of teachers in England and Wales five years ahead is likely to be one of the first recommendations of the Government's Advisory Committee on the Supply and Training of Teachers when it is reconstituted this autumn.

The proposal is among several recommended to the new committee by its predecessor, dissolved earlier this year by the Secretary of State on the completion of its five-year term of office.

Based on the nine regional advisory committees recommended in the Oakes report on the management of public sector higher education, the committees, when established, will mean the end of the uncoordinated and haphazard provision of in-service training arrangements.

The committees will be composed of an equal partnership of local education authorities, providing institutions and teachers. They will receive reports from constituent local authorities from which to analyse areas of need and to plan in-service training.

Forecasting for five years ahead will be difficult and could be unreliable in a system with annual budgeting, says the document. The new advisory committee will receive "but the continuing exercise should enable some regional priorities to be established and annual revision should improve the worst of the inaccuracies."

Because of the Oakes proposals that many colleges should be subject to programme control by the proposed new national body which will oversee higher education institutions, the role of the regional committees will be limited in prescribing specific courses.

An important role of the in-service and induction committees, it says, will be to encourage the development of a professional culture in each region. A network of links should be created across the region to make the experience available to consumers.

But it must be a network "not a pecking order; a unity not a hierarchy; not a club" in the pejorative sense but conceived with quality, fitness for purpose and accessibility.

Recommendations from teacher associations and other professional bodies on the constitution and representation of the new Advisory Committee on the Supply and Training of Teachers are being considered by the Secretary of State.

## Falling rolls put future of 30 Avon schools in question

The future of more than 30 Avon primary schools is under review, the county's director of education, Mr Geoffrey Crompton, said last week. This did not mean, however, that there would be closures. Elaborate consultations were held with managers, teachers and parents before a decision was taken on any school. The review has been prompted by the decline in the birthrate, which has led to fewer pupils in classrooms. During the past year the county's population fell by 1,000.

Decisions, he said, would not be taken on financial grounds, or on a head count of pupils. "We are well aware that education is a personal service and you have to judge each individual case on its merits."

Part of the county's policy on dealing with the situation had been to move nearly 80 temporary classrooms to areas where they were needed and to phase out school annexes.  
"Avon is a county with wide spread rural areas. It follows, therefore, that we must be prepared to open schools in these areas, and we are bound to do so," he said. "We are pleased that the good work that has been done in these schools is being done in these schools."

## Hundreds of advisers frozen out in l.e.a. economy drives

by Bob Doe

A drastic fall in the numbers of local authority advisers and inspectors is revealed in a report being compiled by the National Association of Inspectors and Educational Advisers.

This shows that there are fewer advisers now than there were in 1974, and the association estimates that at least 200 vacancies have been "frozen" in local government economy measures.

A survey, carried out for the report, of 85 per cent of local authorities last year indicates that less than a third of all local education authorities achieve the rate adviser in every 20,000 population standard endorsed by the Taylor report. Nearly a third still do not have specialist advisers for all the basic subjects.

The average for county authorities is down from the one adviser to every 26,000 revealed by a 1974 survey to one in every 29,000.

Advisers in cities have declined in numbers too. In 1974 the best two metropolitan authorities managed one adviser for every 21,000.

Last year that was down to one every 23,000.

The NAIEA is worried that there will be a great deal of concern over educational standards, the very people whose job it is to raise them are being dispersed.

The subject coverage by advisers seems to have improved. There has been a marked improvement in the numbers of authorities with advisers in English, maths, languages and science. But in some subjects this improvement has been more apparent than real. Many advisers have simply been given extra responsibilities.

There are reckoned, for example, to be more than 80 English advisers, but at least 35 of them have another subject to look after. 60 have general advisory duties, and only 10 are free to concentrate on their subject.

The smallest education authorities, with populations of less than a quarter of a million, are the worst. Only a quarter have maths advisers and less than half English.

## Technology A levels get B status at university

Only about half of the British universities accept engineering science and design as a technology A level for admission purposes, according to a survey carried out by the National Association of Head Teachers.

Only 28 of the 36 universities revealed to the NAHT questioned. Out of these, 15 (54 per cent) accept A level technology, while a further 10 accept engineering science but not design technology.

Five regarded them as only acceptable as a third A level or entered an A level pass in them as an O level.

The standing of these subjects in polytechnics is even worse. Although less than half of the polytechnics replied, only 27 per cent of those recognized either of those subjects and 38 per cent recognized neither of them.

NAHT council member, Mr Derek Boat, who was responsible for the survey, said the position was even worse than it seemed from these figures. It was well known that official matriculation requirements were the minimum and what mattered was the attitude of admissions tutors.

These examinations were widely but wrongly regarded as "lightweight" in which the same "weight" as a level metal and woodwork.

Schools were being urged to develop courses relevant to industry and to improve the image of the engineering and design subjects. They could weaken their chance of a university place.

Seven universities and five polytechnics accept engineering science as a straight alternative to physics A level.

Bob Doe

## Travel grants aim to help work with minority groups

To enable professional people to work better with minority communities, from the West Indies, India, Pakistan and Bangla Desh, the Commission for Racial Equality has initiated 12 bursaries.

The scheme will enable selected candidates to visit these countries so that they can contribute towards good race relations on their return.

Applications are invited from people in education, the social, police, local government, industrial management, trade unions, housing, youth and community relations.

They should be sponsored by the organizations for which they work. The bursaries, which will be awarded by a committee of the Council for the Commission, will be for 44 days and will cover international and internal travel. A week's contact at the Centre for International Brokering, Farnham Castle, will be included.

Applications should be sent to: Bernard, Elliott House, 30, 12 Alington Street, London, SW16 5EH, by November 10.

## Hear pushes able into wrong jobs

Years of unemployment has increased the pressure on able pupils to match at the wrong jobs, the latest week. The Head Association said mandatory grants for all 16 to 18-year-old students as soon as possible.

A recent survey by the association revealed wide discrepancies in disciplinary awards paid by local authorities. From £120 a year in Hampshire to £1,463 a year in Shire. To qualify for some awards, pupils must have been employed for 200 hours, while others allowed £400 a year.

## SPECIAL ANNOUNCEMENTS

**LEISURE AND YOUNG ASIAN**  
For information, contact of Research by British Association of Asian Studies. This is a journal of research in the field of Asian studies, covering a wide range of subjects, including history, literature, art, and social sciences. It is published quarterly and is available to members of the Association at a special price. For more information, contact the British Association of Asian Studies, 1, Bedford Way, London WC1E 7HU.

## Apartheid row hits rugby tour

by Stanley Levenson

players who was at first unaware that the opposing team was from South Africa.

Since the South African national open committee for Olympic sports, sent a deputation to Mr Howard. "We are happy that the school understands our argument," said Mr Chris de Broglie, the organization's general secretary.

The circumstances of this tour, arranged secretly two years ago, are being reported to the Commonwealth Secretariat, which has the responsibility for monitoring the Glenageary Agreement under which the Commonwealth governments pledged to do all they could to prevent contacts with segregated sports in South Africa.

Mr de Broglie says that the Glenageary Agreement takes no account of age. "After all, the Diocesan College tour was arranged not by the boys, but by adults, who are members of the white sports establishment."

"They fix these trips around the world to give the boys the idea that South Africa has friends everywhere. The establishment is using the boys instead of putting them to think about the realities of their own country."

It was "pretty insensitive" of the British to agree to a tour after the Soweto massacres.

Last year a senior team from the same Diocesan College was unable to play its match at Dulwich College because of parental objections and protests from anti-apartheid organizations.

## Swimmers start battle for titles

The lengthy schools swimming season was under way with its first major event tomorrow, the diving and team championships of the Yorkshire Leisure Centre, Lincoln.

First into the water are the divers as there should be quite a contest in the solo section between John Hooker (Boonside School, Cheltenham) and Pauline Baker (Queen's School, London).

Mr Hooker, champion in 1976 of the 100m freestyle, will have a new rival in Miss Baker, the 1977 intermediate champion.

Another Cheltenham girl, Tina Jones, who goes to Naunton Park School, moves up into the intermediate group, having won the title last year. This may be the way in the under-14 group, to Susan Lawton, to improve on her third place last year.

Among the boys, Graham Topping (Barnes High School, Essex) defends the intermediate title he won last year.

Many recent winning schools are again represented in the team championships, which are really relay and medley relays. One of these is Millfield which, to date, has a good chance of victory in seven of the 12 finals.

This would be a big advance on the two wins in 1977 and 1976. Millfield Comprehensive School, Somerset, Port and Bluecoat School, Liverpool, each have four wins in the Lincoln finals and several schools are doubly represented: Monkwearmouth School, Sunderland; Abbey School, Reading; Grange School, Reading; St. Wilfrid's School, Blackpool; and St. George's School, Chingford.



Christopher Smith and Barry Winch (top); Andrew Sweeney and Alan Hay.

## Gym champions in action

Thirty-four of Britain's leading young gymnasts have entered for the British Youth and Junior Gymnastics Championships at the William Thompson Recreation Centre, Burnley, tomorrow. Both championships are sponsored for the first time by the Trustee Savings Bank.

The junior championships has an entry of nine gymnasts all under the age of 21. The defending champion is Barry Winch, from St. Mary's College, Twickenham, who should retain his title. He has two main rivals for the title, both of whom have been showing good form this year—Martin Davis, from Sld-up, Kent, and Martin Ellis, from Haddenham—the current youth champion.

The youth championship has an entry of 25 gymnasts all under 18. The favourite for this title is Christopher Smith from Bexley, Kent. Christopher is one of the three British athletes who will represent Britain in the USSR, which is the main event in the competition. The other two are Andrew Sweeney, from Birmingham, and Alan Hay, from Herlow, Essex. Both are in with a chance of taking the title if the favourite does not perform to expectations.

## People

**Schools**  
Mr W. Rhodes, deputy head of St. George's School, Blackpool, to be headmaster of the school.

Mr J. G. Rhodes, deputy head of St. George's School, Blackpool, to be headmaster of the school.

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lecturer in education, University College, Cork, to the professorship of education.

Dr. D. R. Carroll, reader and Head of the department of English literature at Lancaster University, to a chair in English literature.

Dr. B. Rudden, university lecturer in European law and fellow of Oriel College, Oxford, to the professorship of comparative law, Oxford University.

Professor P. G. Sommers to the chair of organic chemistry at the University of Leeds.

Dr Rachel M. Leech, reader in the Biology department at York University, to a personal chair in the department.

Professor D. V. Lindley, head of the department of statistics and computer science at University College, London, to an honorary professorship in the department of statistics at the University of Warwick.

Professor F. W. Macmillan, reader in the department of physics, University of Warwick, to a personal professorship in physics.

Dr M. Mallet, reader in the department of history, University of Warwick, to a personal professorship in history.

## Industrial science park planned

Management consultants are to carry out a six-month study into the feasibility and desirability of establishing an industrial science park to Birmingham.

The University of Birmingham, the city council and the West Midlands County Council have jointly commissioned Coopers and Lybrand Associates Ltd, management and economic consultants, to undertake the work.

Establishment of an industrial science park, with the aim of bringing a university's skills and resources to bear in a wider environment, would mean bringing together a number of high-technology science-based industrial activities on a site near a university or institution of advanced education with a strong base in scientific and technological research.

Research staff would be able to use local facilities to test particular theories. The site would be a park, rather than an industrial estate, with landscaping and a low density.



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Northern Ireland: 101 Great Victoria Street, Belfast BT1 3JH. Tel.: 0247 66311.  
Department of Education and Science, Scottish Education Department, Department of Education for Northern Ireland.

## SEE WHAT'S FOR SALE IN THE PERSONAL COLUMNS THIS WEEK

### TURN TO THE CLASSIFIED SECTION



# Flexibility of staff examined in inquiry into spending

from John Kirshally

**SYDNEY** Australia's education ministers have commissioned an inquiry into educational spending. This two-year \$140,000 project was announced by the Australian Education Council, which comprises the seven federal and state education ministers.

The inquiry, due to start in February, will investigate the allocation of staff and resources in schools. The work will be undertaken by the Australian Council for Educational Research (ACER).

For the first time such a review is being undertaken in conjunction with the New Zealand Education Department. ACER director, Dr John Keates, commented: "It will be of immense value to have eight different systems involved, particularly New Zealand because their approach is quite different."

He said the inquiry would include the question of greater flexibility in school staffing. "An examination of the balance between teacher aides and remedial teachers is a good example of this approach," he said.

The inquiry will isolate strengths and weaknesses of education. It is a time of change and we need guidelines for the future. There is a move towards devolution of authority and some uncertainty of

how fast and in what direction this should go. Now is the time to look for alternative strategies. This is not necessarily a financial move," said Dr Keates.

The inquiry comes at a time when Australian educationists are acutely aware of the problems of funding. Many Australians believe that education does not give value for money and allegations of waste are constantly presented in the media.

In some quarters the inquiry is likely to be seen as a further threat to the Schools Commission which makes recommendations on federal funding for government and private schools throughout Australia. It is no secret that some members of the ruling Liberal National Country Party coalition see the commission as an expensive luxury, dedicated to big increases in educational spending and which like it see it as a waste of resources.

Many members of the Government are also anxious to involve parents in school decision-making. This move is likely to find favour with the Minister for Education, Senator John Carrick, who is also in charge of the Government's federalism plans.

At the Premier's Conference in June, the Western Australian Premier, Sir Charles Court, moved successfully for a review of the federal Government's role in education, a

more opposed by the labour states of New South Wales, South Australia and Tasmania. (The Australian schools, unlike tertiary education, are a joint state-federal concern.)

Any inquiry into economizing in education is bound to be confronted by these controversial issues.

The inquiry will face counter-pressures from the teachers' unions who have been pressing for large increases in education spending. They claim that the country's annual inflation rate (approximately 6 per cent) means that expenditure on schools is declining.

The past few months have seen a rise in teacher militancy. The Australian Teachers' Federation (ATF) has led a major campaign against the budget. The New South Wales teachers' federation called a state-wide one-day stoppage, demanding a reduction in face-to-face teaching and more time for preparation and counselling. The strike caused widespread disruption throughout the state.

In the Northern Territory teachers recently stopped work for two hours demanding more money for libraries. Teachers in Western Australia plan to start in early October a series of strikes to protest at holiday arrangements. The inquiry will, therefore, find itself stepping through a minefield of potential political and education explosions.

West Germany



## Programme set up to help immigrant children

by David Dungworth

The special situation of immigrant children in the federal republic has been attracting an unusual degree of attention. There have been calls from all sides for greater efforts from the state to integrate into West German society.

It is when they leave school and look for employment that their difficulties become particularly apparent.

Roughly a million foreign children now live in the federal republic, 45,000 of whom reach working age each year. About 60 per cent of them do not possess even a secondary modern school leaving certificate, and only half the 16 to 18-year-olds fulfil the legal requirement to attend a vocational school.

Although no precise figures are recorded, it is well known that because of their poor educational standard and inadequate command of German, a high proportion of young immigrants are unable to obtain a training place and many of those who do fail to complete their training.

The Federal Ministry for Education and Science, together with the Länder education ministries and the Bavarian Ministry of Employment, has therefore financed a major language programme developed by the Goethe Institute (the equivalent of the British Council) and the Educational Film and Picture Institute.

The project is geared to the needs of the young Turks, Greeks, Yugoslavs, Italians, Spaniards and majority of West Germany's immigrant school leavers. It consists of a basic course comprising 300 45-minute teaching units supplemented by one of a number of continuation courses each with 200 teaching units.

All participants follow the same basic course which concentrates on the acquisition of general conversational skills, with a considerable element of technical vocabulary. The language work is situation-oriented: most of the characters in the text and dialogues are workers and trainees, and their conversations take place mainly in the office and on the shop floor.

At the end of the course young immigrants should be familiar with the daily routine of their place of employment and able to cope with the type of German spoken there at normal speed.

The continuation courses are designed to provide participants with the language background necessary for taking up apprenticeships leading to technical qualifications and to follow a course of specialized instruction. Several alternatives are available, and offering preparation for a number of related professions. Included in the curriculum is technical drawing, mathematics, technical languages, technical drawing, physics, chemistry, and applied

science, and social aspects of working life such as the organization of factories and working conditions, sickness and unemployment benefits.

These subjects are taught with the aid of authentic texts taken from instruction manuals, customer information publications, industrial safety regulations, etc.

Purulent and wage agreements, emphasis is placed on reading techniques and oral language skills, such as formulating definitions, making comparisons, asking questions and arguing one's point of view.

Pilot studies conducted mainly by the Siemens company in Munich and trade schools in Baden-Württemberg have indicated that the material is best suited for a full-time course like the "Fachschulvorbereitungsjahr".

This type of course has approximately 1,200 teaching units, 500 of which should be devoted to language work, and the remaining 700 to professional theory and practice.

One of the test schools achieved a high degree of success with its weekly breakdown of practical instruction (eight), technical theory (three), mathematics (eight), foreign language (two), German as foreign language with economic and community studies (five), and the Educational Film and Picture Institute.

Since there are as yet very few foundation years for immigrant teenagers, the Institute for Social Work and Social Education in Bonn, which supervised the curriculum at stages of the project, issued recommendations for its use in vocational schools which have seen it in release.

Forty per cent of the material should be spent on language work, 20 per cent on mathematics, 20 per cent on social studies, and 20 per cent on workshop practice and background studies.

The teaching materials have been officially recognized by all the Länder education ministries and will be in use this autumn in several Länder.

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# Mood of '68 long since vanished

Richard Irvine reports on Paris on the new atmosphere of conservatism among France's teenagers

For the greater majority of sixth-formers are content with their lot. This is the conclusion of a survey carried out by the magazine *Les Dossiers de l'Education*, published in the current issue of *Le Monde de l'Education*. Compared to the sixth-formers of the years of 1968-1976, when disruption seemed the order of the day and confrontation between teachers and students a regular event, the present generation seems more content and less interested in politics.

The out of three reckon they are not of their teachers. 44 per cent of the 5,000 lycéens drawn from 200 schools think their teachers do not value their pupils' interest. And a further one in five feel that teachers follow the set syllabus too closely.

Around two sixth-formers out of three think they will pass the upper school leaving examination—the baccalauréat. Among the most popular subjects for boys are mathematics and French. For girls they are languages, French and, strangely, by British standards, mathematics. Geography and history are less appreciated.

On average the French sixth-former spends 15 hours of classwork a week and spends a further 10 on half hours on homework. There is, of course, wide variation depending on the subject options chosen. In France the baccalauréat is divided into eight different options: literature, sciences, mathematics, sciences and biology, mathematics and technical studies, industrial technology, and commercial and computer studies.

French sixth-formers appear markedly receptive of all practical subjects: 71 per cent think that no political movement really corresponds to his or her political hopes and ideas. If forced to vote at a general election, 40 per cent would back the right of centre government coalition and 11 per cent would support the left. But 26 per cent would give their vote to the centrist movement which, formed two years ago, has been particularly active in demonstrating against the proliferation of plutocrat-powered general elections.

One surprising finding is the number of sixth-formers taking jobs. Around 23 per cent appear to have taken a full-time or part-time job during the holidays, over half (56 per cent) take a vacation job. This is not very much different from the results of a similar survey carried out last year.

As one might expect, most sixth-formers have been guided into their chosen options by parents (40 per cent) but one in four (23 per cent) were advised by a teacher. Only 73 per cent of those questioned admitted doing choice had been made on advice from guidance counsellors.

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## Mexico Literacy warning

The Inter-American Research Center for Educational Planning has reported that 30 million children are not going to school because of lack of classrooms. The center added that the youngsters face the risk of becoming illiterate forever.

A prime preoccupation for the center is the danger that if the present situation continues, by the year 2000 two-thirds of the population will be illiterate and this can lead to a state of anarchy and social chaos.

those who have their minds made up.

Some 28 per cent would like to enter the professions, and one in four would like to work in industry; 22 per cent want a career in education or in research and a further 11 per cent in central or local government administration.

As for future study plans it is interesting to note—though not entirely unexpected—that around nine in four sixth-formers want to go on to university. One should, of course, remember that the French sixth-former is similar to the British "classical sixth" and is required for the academically advanced pupils.

About 17 per cent would like to enter one of the 182 classes préparatoires, the "super sixth forms" which in two years' intensive study prepare students for the competitive entry examination to the top educational institutions in the country—the Grandes écoles.

These are a cross between graduate training schools, technological universities, and the Civil Service college. Eventually they lead on to the top jobs in French government and industry. The backbone of the Grande école are the Ecole Polytechnique and the Ecole Nationale d'Administration.

Irrespective of whether they succeed in entering one of the 200-odd Grandes écoles, by the time they leave the lycée, representatives of the students are reckoned to have reached the equivalent of a British first degree.

The fact that one in two of French sixth-formers end up in university shows that for many it is decidedly second-best.

In the French sixth form girls outnumber boys by 56 to 44 per cent. Girls are particularly concentrated in the literature options (73.4 per cent) as well as in commercial and computer studies (69.8 per cent). The boys are more evenly spread, with a half longer a week on their homework.

They are, too, more likely to enter the professions: 32.5 per cent compared with 21.7 per cent of boys and are less willing to contemplate jobs in industry (17.4 per cent compared with 11 per cent).

French sixth-formers appear markedly receptive of all practical subjects: 71 per cent think that no political movement really corresponds to his or her political hopes and ideas.

If forced to vote at a general election, 40 per cent would back the right of centre government coalition and 11 per cent would support the left. But 26 per cent would give their vote to the centrist movement which, formed two years ago, has been particularly active in demonstrating against the proliferation of plutocrat-powered general elections.

One surprising finding is the number of sixth-formers taking jobs. Around 23 per cent appear to have taken a full-time or part-time job during the holidays, over half (56 per cent) take a vacation job. This is not very much different from the results of a similar survey carried out last year.

As one might expect, most sixth-formers have been guided into their chosen options by parents (40 per cent) but one in four (23 per cent) were advised by a teacher. Only 73 per cent of those questioned admitted doing choice had been made on advice from guidance counsellors.

One surprising finding is the number of sixth-formers taking jobs. Around 23 per cent appear to have taken a full-time or part-time job during the holidays, over half (56 per cent) take a vacation job. This is not very much different from the results of a similar survey carried out last year.

## Sri Lanka Patriotism for all

Sri Lanka's government has approved a scheme to instill patriotism among children, drawn up by the President, Mr J. R. Jayawardene.

The programme covers national history, patriotism, dignity, labour, religious discipline, conscious use of civil rights and responsibilities, environmental conservation, consciousness of democratic ideals and systems, and socio-economic conditions and problems of Sri Lanka and the rest of the world.

Holland

# More posts to be created despite growth cuts

from John Richardson

THE HAGUE

Cuts to the planned growth in educational spending of 200 million guilders (150m) have been announced in The Netherlands budget for 1979; 20.6 billion guilders (£5 billion) will actually be available, a real increase of 645 million guilders (£160m) over the budget for 1978.

Education spending represents 25 per cent of the whole budget, closely followed by social affairs and health, which have been awarded double the amount allocated to defence.

During the intra-Cabinet struggle over the allocation of budget cuts to different ministries, which took place before the summer recess, Minister of Education Dr Aris Fels defended his corner with some success, arguing that cuts in educational services which were labour-intensive led immediately to increased unemployment.

Ninety million guilders is available for new activities such as experimental educational projects for the 16-to-18 age-group which is badly hit by unemployment. The Dutch open school, the start of new forms of teacher training and combined infant and junior school projects.

More teaching jobs are to be created: 1,400 in infant and junior schools, 500 in secondary schools and 250 in colleges for higher professional training. The universities, however, are to get an extra staff.

Savings are to be made by holding university spending at its present level, restricting the growth of services to the school system such as those provided by the Dutch curriculum development centre (SLD) and other institutions involved in research designed to serve education, and cutting educational provision in those young people who have jobs.

The minister stressed that his priorities for the future were infant and junior schools, upper secondary education, education through the Dutch open university, education for minority groups and female emancipation. Minor must be done to increase the number of women studying at the universities and emancipation projects will be introduced in secondary schools and the basic school experiments will attempt to break down the traditional sex roles in the curriculum.

New attacks on illiteracy will be launched. The Dutch have begun to realise that this is a far greater problem than has been previously thought to be the case, with well over 100,000 illiterates in the adult population.

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## 21

Roger Gurney works at the Language and Reading Centre, Chelmer Institute of Higher Education, Essex.



# Royal progress

Heather Neill hitches a ride

with the Royal Shakespeare

Company's touring group and

reviews two of their productions

It is mid-August end mid-afternoon, but the interior of the bijou Georgian theatre at Bury St Edmunds is in pitch darkness. "Can you all make it in four? Everybody happy? OK, Basher, lights!"

Ian McKellen's voice comes from where, presumably, the stage is. The Royal Shakespeare Company's touring rehearsal is completing a technical rehearsal for Chekov's *Three Sisters*. The curtain calls are being palmed. Nothing, but nothing, is left to chance.

Afterwards, while sound levels are tested from the fringes, the company takes its backstage. Today is the birthday of stage manager Caroline Mackay, so there is cake, cut with generosity and a pen-knife, by Jean Moore, the tour administrator, who is headmistress, purse-holder, best friend, strong arm, shoulder to cry on—whatever the occasion demands.

I am introduced to actors and technicians, including Carol Deery, the wardrobe mistress. The company transports a washing machine and rig-cleaning equipment in a truck, she says, for use when no other facilities are available. There is only one truck for everything, though this venture is far from a happy-go-lucky strolling of barns. A complete, small-scale stage, designed to adapt to any space, four lighting towers and all the traps and accoutrements for *Twelfth Night* and *Three Sisters* go everywhere with them.

While we talk, there is a disturbance in the men's dressing room. A dog fight? Surely not. But yes: Yip, who accompanies John Bluck, the stage carpenter and shares his caravan with him, has just eaten Willie's dinner. Willie, who looks like a walking welcome mat, belongs to Griffith Jones, the towering, snow-haired veteran of many RSC productions.

He plays the depressive doctor, Chebutikin, in *Three Sisters* and the priest in *Twelfth Night*, but has the bearing of Zeus. He can be glimpsed arduously with Willie in small towns, like a god come among us—far, despite Ian McKellen's insistence that an actor is only an ordinary person doing an ordinary job, the company packs glamour and excitement in its luggage, just as surely as all these lights and costumes.

Displayed on a notice-board are entries for the Great RSC Design-a-Flag Contest, to replace their standard, which is lost, stolen or strewn. There are careful, professional designs, some clever, some absurd, others jokey. Voting is by coloured sticker. Edward Retherbridge has two-and-a-half stickers for the modest "Edwards' Palace". Carol sticks a star on most of them. "I've voted for the one I like best and the rest in order." The company seems to have trebled since the competition began.

Technicians over, Ian McKellen returns. "We'd better talk now, tomorrow will be busy." He strides through the pitchy backstage maze to the dress circle buffet. We haven't hooked a table, Basher, at speed, through the maze. There's nowhere to sit so up we go, over a six-foot wall at the back of the theatre, and sit in a field in the last sunshine of a summer evening. Is the tour a success? From his point of view, certainly. He's happy with the productions, the company members get on extraordinarily well, and the stage staff are hearing the strain of setting up and

dismantling the stage, sometimes as often as twice a week.

He never doubted that they were answering a need; there's scarcely a ticket to be had by the time they reach a town (despite gloomy prognostications about summer dates) and everywhere they are received with enthusiasm and gratitude. "The company has had such letters, sometimes from quite old people who have never seen Shakespeare before."

A workshop for 100 schoolchildren is offered in each town. Only Portsmouth had taken this up before the school holidays intervened. "We are not theatre-in-education, but we can show how a play is rehearsed and some things about the theatre which perhaps people do not know," he says.

The actors find the experience of touring, especially in places starved of theatre, "inspiring", he says. As always, he is quick to point out that audiences, in turn, are getting nothing but the best, "which isn't always true of touring productions".

Ian McKellen likes to see his company as continuing the tradition of travelling players. "I'm very against buildings. Theatre exists for the night you see the play, and that can happen anywhere." Of the most controversial theatre building in Britain he says: "A National Theatre is alien to British experience." For him, the "national theatre" is theatre in all its forms, in as great a variety as possible, up and down the country.

At 7.00 pm we climb back over the wall. By 7.45 the theatre is packed with people dressed for the occasion. I feel conspicuous in my dungarees amongst all the long florals.

*Three Sisters* is given a subtle production against a simple blackcloth, decorated with icon-like figures that prevents any sense of clutteredness. There is starkness as well as claustrophobia in Trevor Nunn's interpretation. Andrei (Ian McKellen, now suddenly pudgy and piggy-eyed) is a lanky failure; his restless, intelligent sisters have expected too much of someone who is, after all, mediocre. Emily Richard's Irina, Suzanne Bertish's Masha and Bridget Turner's Olga are as close as sisters should be, while Susan Tracy's particularly hysterical and unsympathetic Natasha wheels like a vulture outside their sphere. The little embarrasments of social intercourse, the horseplay between people who are intimate, arise naturally; as often with this company, their commitment to each other pays dividends. Masha's parting with her lover, Vershinin, is always moving; this time it is almost unbearable as Suzanne Bertish expresses her agony with a rending, animal cry.

11 pm and I'm in floods of tears; but it is time for us to exchange emotion for practicality. The actors say goodnight and the stage is taken, laboriously but efficiently, to pieces.

Loops of cable, like coils of liquorice, are piled into the truck. I hold ladders, carry furniture and wheel the Prozorov antique wicker prem up the truck ramp at breakneck speed. We farm a chain to move the lights. Yip is ever-present.

At 2 am Ted the driver sets off, the truck fully loaded, to find a quiet lay-by. Everyone else relaxes on the bare stage



Preparing for the next night of the tour, at the Ipswich

drinking bottled beer and wishing for a late-night curry house.

At 9 am in Ipswich the process begins in reverse. The Carn Exchange has the acoustics of an aeroplane hangar and hundreds more tickets have been sold than the company requested. At 4 pm Ian McKellen, stripped to sky-blue vest, is still rearranging the seating. There is general dismay as the other actors arrive and faces playing to an audience sitting on a stage far off to their right and a high gallery in their left as well as on three sides of the portable stage.

I make tea. An uncharacteristic oversight has left us useless in Ipswich, so I use a scruffy teapot of dubious provenance discovered in the kitchens, and quell awful fears about poisoning the whole company of a cup. Someone jokingly suggests doing both plays at once. Someone else describes the quality of articulation necessary as "like Laurence Olivier on benzadrine".

At 7.30 pm the rows of local VIPs are satisfactorily installed.

*Twelfth Night* opens with Viola stepping into the looking-glass world of Illyria. John Amiel's Alice symbolism is just a little intrusive (the "looking-glass" frame remains onstage) but, despite the afternoon's misgivings, this is another marvellous performance. Emily Richard's Viola, with her soulful eyes and voice like dark brown velvet, is gentle and bemused in this upside-down world. Ian McKellen's Toby is not an embryo Falstaff, but, minus the yo-ho-ho and roly-poly, a spry and epiteful canny squire determined to squeeze the lost coin out of Aguecheek, an hilariously incompetent town dandy, played by Roger Rees. But it is Bab Peck's Malvolia which steals the show. He has the greasy dignity of a high-class gentlemen's outfitter. Yet, despite his ludicrously inflated idea of himself, he never quite loses his air of authority.

His cry of vengeance, at the end of the play, is delivered quietly; this Malvolio might just be able to carry out the threat. During the latter scene he treats the audience to a virtuoso mime sequence: he is a turkeycock, he wages his hand after offering it to the imaginary Toby, the latter sticks to his face and mind of his dignity, he cautions himself to retrieve it. Grawling excitement makes inroads on the carefully preserved image, and he attacks his ear vigorously with his finger. All good fun—and yet the darker side of the play, the dangers of self-deception, is manifest in this lovely performance.

Afterwards, there is some voice discussion about the lighting. "Basches" (Brian Harris) had had next to no time to assemble the towers, and there are allusions (among the actors) to brilliantly lit RSC feet. But I doubt if anyone in the audience noticed. They had simply had a wonderful time at the theatre.

Ian McKellen's company will be at Carn Breu Leisure Centre, Redruth, until tomorrow; October 9-11 at the College of Further Education, Plymouth; October 12-14 at the Plough Theatre, Tavistock; October 16-18 at the Merlyn Theatre, Freetown; and October 19-21 at the Brynistan Arts Centre, Blandford Forum.



Preparing for the next night of the tour, at the Ipswich

## Where are they now?

As the White Lion Street

Free School in London

conducts its

annual argument with

the ILEA over

funding, Suzanne Hewitt

finds out what

has happened to the

other free schools

that emerged in the

early 1970s

The White Lion Street Free School in Islington, London, has a history of financial struggles. Last year the Inner London Education Authority refused its request for a grant of £20,000, but the school was saved by a London Evening Standard appeal which raised £17,000.

This year, say workers at the school, the situation is worse than ever. They say that they have never been so short of money, and that without a substantial grant they will not be able to go on after Christmas. But what of the other free schools throughout the country? Are they having the same struggle to survive?

Three of them have closed this year. Durham Park School opened in 1971, and was funded mainly by parental contributions. It closed in July 1978. Delta Free School in Southampton is now closed. Barrowfield Community School in Glasgow was burnt down recently, though the building may be repaired. Meanwhile, the school is looking for alternative premises.

The Scotland Road Free School in Liverpool closed some time ago. It was succeeded by the Bronte Primary School, opened last year, and sponsored by a community centre. The local authority provides no funds, but private donations have enabled the school to open two adjoining terraced houses.

These are currently being renovated by workers from the Job Creation Scheme, and the school hopes to involve and employ three adults involved and 10 children up to 15, including a nursery group. The Liverpool Polytechnic is currently doing a survey on the needs and progress of the school.

The Manchester Free School in Whalley Range was formed about six years ago by a group of parents interested in alternative education. For a while there was no permanent accommodation, but a month ago the school received a donation from an anonymous benefactor. This the group was able to buy and end start to renovate it.

The school de-registered while it had no building and will re-register as it can afford to bring the house up to standard. In the meantime, without authority funding, the school relies on private donations and a 50% contribution from children and workers.



And then there were two? White Lion Street Free School (above) and Kirkdale School (below), still in relatively good shape, except for financial difficulties.

work the cost of school lunches. Carol Packham, a worker at the school, says they desperately need cash.

The school has been through hell, but now there is renewed enthusiasm and determination. Once the building is put right we feel we can start again. There are 10 children at the school aged 10 to 15, two full-time teachers and two part-time. Children, parents and teachers are all involved in the current renovations.

The Leeds Free School and Community Trust opened an independent school in January 1973, with the aims of providing educational facilities as well as full-time education. The school met for the first time in an unheated chapel. At this time there were 40 children; many others used the building and adjoining adventure playground in out-of-school hours.

The chapel subsequently had to be abandoned because there was no money to meet statutory building requirements. The school existed from July 1974, until 1978, as a network of tutorial groups in private houses. Although the pupil-teacher ratio of 4:1 meant good academic progress, the group felt it lacked the two adjoining terraced houses.

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The Bormondsey Lamp Post Free School opened in March, 1973, for local children. In May, 1977, it was deleted from the register. The school closed down because its premises were demolished. The children were fed back into the system, and Lila Acton, the social worker concerned with the school, now does voluntary work in the area.

The Community School in North Kensington opened for local children early in 1975. It has just de-registered as a school, and from next term will be part of the Disruptive Pupils Scheme. The ILEA will pay for two teachers, and it will now take children thought to be "at risk" from maintained schools (for disruptive behaviour, poor attendance, etc.), with the ultimate aim of feeding them back into normal schools.

This is just the kind of takeover that the two remaining London free schools, White Lion, and Kirkdale School in Sydenham, want to avoid. Kirkdale has applied for ILEA funding in the past. Steve Halfman, a teacher at the school,

said it was a waste of time and energy. "The ILEA would only want to buy out the school from under us, and we don't want that." He would like the authority to sponsor children on an individual basis. He claims it would cost less to keep a child at Kirkdale than at a normal school. The staff would like to meet divisional officers at local level, and take in the children they recommend.

For Kirkdale the main problem again is premises. The school is run in an old house with a wild rambling garden like an adventure playground. It is cold and old, but immensely purposeful and cheerful, and bustling with activity. The house belongs to a bowling association, which wants to develop it, so the school is constantly looking for alternative accommodation.

The school is kept going by a meagre, tested parental contribution of up to 16 per week, but there are some children who attend free. Kirkdale cares for 35 children aged up to 11, with four teachers who work for £20 per week. Many of the

children come to Kirkdale because they have failed at other schools or been failed by them.

As Steve Halfman puts it: "They did not find anything relevant at other schools." Bronwyn Geering, another teacher, says that children here are encouraged to be self-aware and self-motivated, to have an objective view of adults. When they move on, or back, to secondary schools they have more adaptability and responsibility.

White Lion has applied for a grant of £21,000 for next year. Nick Doyle, a worker at the school, feels that without financial security the school cannot go on providing the service it has established. "If we can't do it well, if we have to cut back all the time, it would be better not to do it at all," he says.

Teachers have agreed to work for less than union rates since the school's formation. During 1977, salaries were increased from a nominal £20 to £52 per week gross. Nick Doyle says: "The school has strong backing at local level in the council. We want to be an independent part of the ILEA system, and be funded on a regular basis."

White Lion argues that almost all authorities pay fees for some of their children to go to independent schools, but that they differ from conventional fee-paying schools. "We don't think children should be educated in an environment in which adults play narrowly defined roles of teacher, cleaner, worker, caretaker, headmaster." Learning at White Lion is seen as developing the capacity for choice and control. "We feel that the final implications of this view of learning are not realisable within existing state school structures."

All the free schools mentioned here take in some children who have made no progress at maintained schools. The teachers are convinced that their open approach to education is the only way to cater for these children, and others. Joan, a parent at White Lion, has said: "I feel it's about time the authorities realized what the staff here have taken on. They have come in from outside the area to do something for the children here. They have kept up the good work, where all others have given up hope."



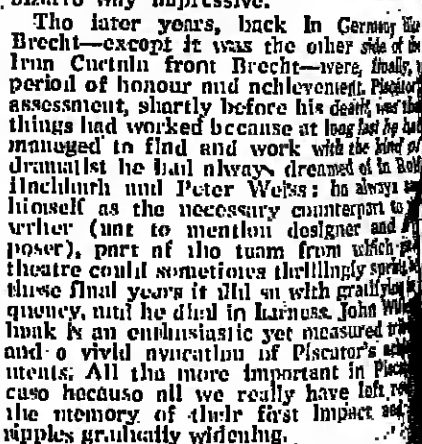
Mark Edwards



# You're a brick, Angela

## Freeman on the fiction of the two world wars

Obviously Piscator is a difficult man to  
in down. Almost all that most British  
theatre-goers know about him is that he was  
Brecht's chief rival for the title of father of  
the epic Theatre. Lately he came increasingly  
to resent the publicity Brecht got, and the  
ready assumption that Brecht was therefore



Mr Willett is clearly the ideal person to judge impartially on such issues. As author of two very influential books on Brocht's life and works, and one of our leading experts on German theatre in general, he has no axe to grind and handles the questions of priority and who influenced whom with exemplary fairness. But Piscator's life contained a lot more than his apparent rivalry with Brecht.

**Willis Pickard on a new French dictionary to be published jointly by Collins and Robert of Paris**

He says it contains twice what Cassell has, 50 per cent more than the Larousse and 33 per cent more than Harper. In particular, it is strong on the important basic words which are difficult to use because they appear so often in so many different guises—words like "pastor" or "notoriety".

The burden of such nice decisions and tens of thousands of others fell first on three general editors: Beryl Atkins, who has been

There were three distinct stages. The first was to use an English word-list already in existence from the earlier Collins Spanish Dictionary, the first in a family which after the French project will also bring in German and Italian. The list was added to and improved, one result being a French dictionary about 250 pages longer than the Spanish.

When I spoke to Mr. Thomas and M. Cousin, who are in dictionaries were somewhere in Moscow, they were making shipment to Glasgow. I do not believe that any American is specializing in works of reference, but I have been computer typeset in Scarborough, Japan had its 400 copies ready and waiting for publication day.

But after the promotion tour which Thomas and M. Cousin will be conducting around the universities, what will happen? I think that the people who have said the course is the best one to take, to concise rather than the usual, to be a paperback one. Meanwhile, they are cheered by one sign of improvement in the commercial success after all the years of labour at the text book. For what must be done is to get the text book to be a commercial success after all the years of labour at the text book. For what must be done is to get the text book to be a commercial success after all the years of labour at the text book.

[illegible]

Conservative nuplens, by deflition adopting the position of no change, these books contain many common themes that hings most life to the subject. Is *The Nineteenth Century Woman: Her Cultural and Physical World*, which uses a variety of methods and strategies to analyze the situation. Were it not for the rather attached to books spanning more than one academic discipline, the structuralist and "abominations" could be abandoned and the book used as straight social history, but that is not a serious quibble. But the most serious fault of the essays. Carefully integrated, between them they cover the plight of women from the colonial period, through the family and social changes of the nineteenth century, to the view known defects of Mary Wollstonecraft, the early radical, written by

point; how could it be, when it covers 400 years of history, that it contains no references, but that it does contain masses of interesting information and proudly proves that women have always been successful in adapting to the changing situation of work in the past and have also had consistently lower rates of drug and alcohol addiction and suicide.

As the title declares, *Women's Spirituality* is a study of the fundamental aspects of the anti-suffragists who maintained that women had a different and complementary role in the home and family, and a charge of *separatist* sphere and *maternal* of the public, therefore the former had no business to vote. It is an attempt to think that the anti-Churchillist movement was an earnest anti-suffragist end to observe the truth of their proclamation that simply getting the vote would be getting the wrong thing.

The scholarly work, full of quotations and quotations, is justified

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## Standards of living

by Nick Thomas

**Lifestyle slide sets:**  
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 Polish Coal Miner  
 Longman, Longman House, Burnt  
 Mill, Harlow, Essex CM20 2JE.  
 £2.95 each.

The "Lifestyle" slide series will ultimately consist of 18 sets of slides and accompanying booklets. About a third of these are available now. They are intended to teach primary and early secondary school pupils about ways of life around the world and are divided equally between "developed", "semi-developed" and "underdeveloped" countries, and between primary, industrial and service occupations. These range from gathering in the Stone Age New Guinea to British dockers and Japanese scientists.

The 12 slides in each set are photographs of a real person, the person's family and environment; and a great deal of constructive thought has gone into the various modes of comparison which children can make between different lives. There are opportunities for comparing similar occupations in different cultures and in different economies as well as for comparing radically different occupations within a context of underlying similarity, the common human ways of going about things which transcend culture. Children are also encour-

aged to compare the slides in detail with their own environment. In the ten sets available for review, *Australian Car Worker* and *Polish Coal Miner*, a fairly small proportion of slides is devoted to the central figure's work. Most of the pictures are of family life, shopping, recreation and so on. The accompanying booklet is made up of short commentaries on each slide; immensely skilful at drawing information out of an apparently nondescript image. The commentaries are an integral part of the set, and an education themselves in accurate observation.

The questions which follow each commentary are for once intelligent and stimulating, stressing observation and creative extrapolation. What tells you Mr Piscio did not always have an electric sewing machine? (He is wearing it on an old hand-machine table). "After a while Mr Wilson will be given a job in another part of the factory. He doesn't mind this at all. Can you think why?" The "Lifestyle" slides should be capable of widening the child's horizons, conveying a sense of both the complex variety and the underlying unity of human cultures. The sets could be broken up and reshuffled for more specific projects—to illustrate, perhaps, the range around the world, or cooking around the world, but their greatest value is in the commentaries and questions, at a level of creativity far above the average.



From "Polish Coal Miner". Most of the pictures are of family life, recreation and so on—often the images are "apparently nondescript".

## Associated big tops

The Circus Fans Association of Great Britain has recently published the *Circus Directory 1978*. It lists 20 circuses in England and Scotland and five in Ireland, five recent summer circuits, two television circuses and eight circus prearrangements. It also lists circus services and agencies and gives details of 31 international circuses.

The association has a comprehensive library of circus books published during the past 80 years and a collection of programmes, posters and other items connected with the circus. Four times a year it publishes a magazine, *The Circus*, with articles about circus and large numbers of photographs. The public relations officer, Mr. Pole, with articles about circus, is David Bergey, 20, Snodgrass Avenue, London W12.

## Bicycle mania

An open competition, jointly sponsored by the British Cycling Board and *The Sunday Times*, for new ideas in cycle design, will be announced in *The Sunday Times* Magazine on October 8. Entries from individuals or from groups are invited for a working cycle, leisure cycle, accessories and components. A total of £3,000 can be won. Closing date for entries is December 29.

Entry forms and full information is available from the British Cycling Board, Stanhope House, Stanhope Place, London W2 2HH.

## Equipment on loan

To ease the difficulties for schools wishing to undertake the Nuffield A level chemical engineering option, Esso Petroleum Company and Esso Chemical have assembled sets of the special equipment required for the continuous stirred tank reactor study and for the fractional distillation investigation. These are on loan to schools. Further information may be obtained from: Colin Gamage, Esso House, Victoria Street, London SW1E 5JW.



Masterbulb is a new construction of children's writing from the 1970s. Children aged from 8 to 14, drawn from 24 Essex schools, have contributed, both to the design and to the construction of their own localities and the people who live there. The unit contains a number of photographs. Available for use in schools for a fee of £10 per copy, from the Education Department, County Council, Essex, telephone 0206 5221.

## Firework warning

The number of firework accidents requiring hospital treatment increased by 7 per cent in 1977 compared with 1976 and there was a fatality, the first in six years.

The Department of Prices and Consumer Protection have produced a leaflet on organized displays and posters setting out the Firework Safety Code. Other items in the display to reduce accidents include a TV film, audio tapes and posters for shopkeepers. Further information from: The Information Division, Department of Prices and Consumer Protection, Millbank Tower, Millbank, London SW1P 4QU.

## Dangerous practice

D. William Blades

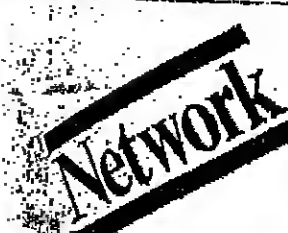
Public Reading Group. September 1978. This is a book about the dangers of the dangerous practice in primary schools. Grouping children according to reading ability, and leaving them in these groups for all their work, seems to be especially favoured by teachers of infants.

Leaving children in these groups is a dangerous practice. I suppose the assumption is that if the children are of the same standard of ability in reading, this will apply in other areas of the curriculum. But experienced teachers know this is not so. We have all come across the child who cannot understand mathematics, yet who reads anything placed before him or her with ease.

Putting off the poor readers together and leaving them there is a dangerous practice. It is much better to allow children to sit with friends. Cooperation within the group, so necessary in the modern primary schools, is built in. All children can be helped by their friends. As long as they know the difference between helping and doing somebody's work for them, this is fine. At least the dull child can copy from someone doing the work correctly, whereas if all the dull ones are together, nobody can help anyone successfully.

Learning by standing next to a more successful child which we have all used in our daily lives, is much more successful. It is not the dull child who is the problem.

All very well—but what about the brighter ones? What do they get out of this? Aren't they going to be held back?



The theme of the autumn issue of *Parade* for the Discussion of New Trends in Education is the opportunity for schools presented by the decline in the birth rate. Future articles deal with the 16-19 issue, shrinking primary schools, the inner city village school, vertical grouping, and the open school. There's also a piece on the final stage of London's secondary reorganization. *Parade* is published three times a year: annual subscription £2.50, single issues 85p. Further details from The Business Manager, 11 Beacon Street, Lichfield, WS13 7AA, tel. 054 32 51159.

The "Hickory Under Fives" group has produced a useful guide to local facilities. It is particularly aimed at mothers with young children who may be isolated at home, but it could also be of use to other groups wanting to compile a similar guide in their area. Topics covered include adult education, children's centres, day nurseries, nursery schools and classes, playgroups, clinics, and play materials. The guide is available free from Centre, 136 Kingsland High Street, London E8, telephone 01-254 9165.

The book *Let Loose* is the product of a weekend's work in Derbyshire, where the year by students and tutors in the adult literacy field. As well as containing writing and other work done in the weekend, it has a central section in which the purpose of writing is discussed. A final section looks at the book as a final literacy publishing and working-class community publishing. Copies (price 80p plus 25p postage) for more than 10 copies, available from Barbara Carter, 155, Farnham Road, Bedford, Bedfordshire, telephone 0452 36296/7. Price 25p plus 10p postage.

John Wain, the children's book writer and reviewer, recently

What they learn is to appreciate the abilities of all kinds of people. They soon discover that, although Alan may not be able to read, he can draw or make models or play football. You cannot hide from their companionship the disabilities that children suffer, but at least you can make them less obvious in the "dummies" table.

Of course, whatever teachers do, children will soon establish their own pecking order. Patricia Farrington suggests that children realize that some are bright and some dull by seven years. I would suggest that they begin to rank each other from the first day in the reception class.

They soon begin to spot this



compiled an annotated book list, *A Choice of Children's Literature*, during her creative writing fellowship at Brighton Polytechnic. She communicates an open mind, with the aim of providing a variety of titles, rather than a "hard list for teachers". The list is broken down into sections devoted to "The Very Young", "Picture Books", "The New Realism", and "Older Children". Available free from the Library Centre, Faculty of Educational Studies, Brighton Polytechnic, Palmer, Brighton, telephone 0273 66622.

A day conference for those who support the education of handicapped children in ordinary schools is being held on Saturday, November 4, at Goldsmiths' College, London, organized by the Advisory Centre for Education (ACE). The focus will be on discussion groups, covering such themes as: integration and the law, the training and role of teachers, successful experiments in integration, the role of the professional services, ideas for implementing. Warwick; and others. Further details from ACE, 18 Victoria Park Square, Bostall Green, London W2 9PB, telephone 01-910 4766.

Recent *Children's Fiction* is an attractively printed booklet, now produced twice a year, put together by a team of Avon and Gloucestershire reviewers drawn from every 120 reviews of fiction titles which have been published since the last issue. There is a cheap paperback round-up, and an endpiece which discusses other interests in the children's book world. The booklet is sent to all schools in Avon and Gloucestershire; others who would like to know about subscription details should contact John Ball (publicity officer for English Avon House, 20, Park Street, Bristol, BS1 1JH, 0274 8593 788).



## Where are the librarians?

Ann Irving

School libraries are often "lost resource" centres (*Catalogue of Wees*, Talkback, September 15)—but making them more accessible and better used is not simply a question of subject indexes and longer opening hours. "There is a strategy for improving access, and a rationale for so doing."

Making libraries more accessible depends upon the full-time commitment of at least one member of staff. Schools which have a full-time professional librarian can offer their pupils not only a library but also a library service. The skills of professional librarians are not widely known or understood but they are available, for the asking, either through their application to school staffs or through contact with local authority school and children's library services. But accessibility depends, as Bullock clearly states, on a full-time responsibility. Spare-time library management results in spare-time library use.

Making libraries effective in schools depends on something extra. Libraries are now complex, because information is now complex. Not only is it offered in a wide range of formats (books, journals, maps, slides, television, radio, etc.) but also in a wide range of levels (e.g. from the slow learning 11-year-old to the high flying 18-year-old).

The quantity of information suggests storage and retrieval problems

far beyond those envisaged by "systematic" educators. So we have to show pupils not only how to find items which may appear relevant, but also how to select, analyse and use them.

This cannot be the responsibility of one person, because information or knowledge, and its acquisition, is everybody's business in a school. Learning how to learn is not something to be found on the timetable every Thursday—it should be found right across the curriculum, physical education to religious education, physics to poetry.

Thus it requires a commitment from all teachers. Practically, it could be simple encouragement, reinforcing the work of colleagues dedicated to developing pupil independence in learning. Or it could mean active participation in a planned programme of research and study skills, in which all teachers identify the learning, reading and studying problems of pupils, and then all agree to teach those which are specific to their subjects. The school library is the laboratory in which the skills are developed and practised: a first rather than a last resource.

If we don't teach pupils how to select, retrieve, analyse and use recorded knowledge for themselves, we deny them the right to make personal choices based on informed conceptions of available alternatives. Learning how to learn seems an unresolvable area for curriculum development; classrooms are places where pupils can use the skills where the professional guidance of teachers.

But libraries are places where pupils can develop and practise the skills, under the professional guidance of librarians. School libraries are not kept locked in cases where they are valued, but it must be remembered that the right tools are needed to do the job of making resources accessible and effectively used.

The tools are of the human kind: visit comprehensive school libraries in Nottinghamshire, Cheshire, Bodmin and the rest, and view the dynamic school libraries nurtured by full-time professional librarians. They could turn the "Catalogue of Wees" into an index of achievement in every school library.

Ann Irving is lecturer and liaison and training officer in the Department of Library and Information Studies, University of Loughborough.

## NEW SOCIETY with Society Today creates a new social studies teaching aid

Starting next week, NEW SOCIETY will incorporate SOCIETY TODAY—a special supplement for O and A level students of social studies.

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Schools and colleges can take out a group subscription to NEW SOCIETY, with its fortnightly SOCIETY TODAY supplement, at little more than half price. Full details of this Group Subscription Scheme from Jim Walls, Room 2613, King's Reach Tower, Stamford Street, London SE1 9LS, or phone 01-261 6382.

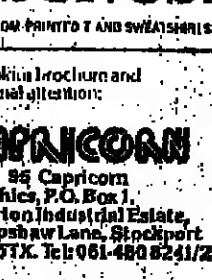
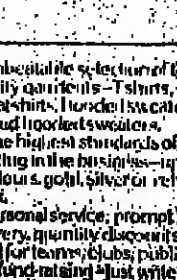
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## Much more than a side show

Recent research shows that there was a black community in Britain as long ago as the sixteenth century. So, argues, James Walvin, there is no excuse for not integrating 'immigrant studies' into the school curriculum

How long will it be before teaching about British minorities becomes an integral and unquestioned part of schools' curricula?

There are, of course, many objections to such a development; and many of them are politically inspired. It is claimed that immigrants should learn "our" history (though this begs a series of other questions); it is thought to be politically sensitive. Some feel it is unimportant, or that we do not really know anything about it.

Not long ago it could have been legitimately argued that we did not have enough evidence available for such an endeavour. But this is no longer the case. Any objection to the integration of immigrant studies—specifically its history—into the curriculum dissolves when we examine the reality of immigrant experience and history.

A cursory glance at recent work shows that immigration is ancient, important and revealing. What has happened to the study of black British history, for instance, is instructive. Ten years ago it was possible to claim that we knew very little about the history of the black community in Britain.

In recent years, however, black and white scholars have unearthed a vast amount of new evidence, which unequivocally asserts the existence of a black community in Britain from the late sixteenth century onwards. The old view, that local black history began after World War II, has disappeared, as there is more information has come to light.

British black history is a fascinating topic, but it is perhaps even more important in providing an insight into wider British experience; it is in many respects a mirror image for British history.

The evolution of Britain's black community helps to show, for example, the development of British trade to Africa, the evolution of the slave trade and the colonial growth in the New World. And, of course, it touches directly on the complex problem of racial attitudes.

Yet perhaps the most important theme which needs to be stressed is that black history in Britain is not simply an interesting side-show, but an integral and important aspect of British history itself. It is often argued that it is of little interest outside the immigrant communities. I would argue, however, that it is even more important for the host society.

I have so far used the example of black history because I know more about it. But one could apply similar arguments to other less important, but equally revealing, histories of immigrant groups. Think, for example, of the large numbers of Indians who lived in London in the late eighteenth and early nineteenth centuries. Would anyone contest the point that Jewish, or Irish, immigration is both interesting in itself and important for British history?

Those Irish immigrants, for example, who settled in clusters from the sixteenth century onwards, provide marvellously telling case studies of the wider social and economic difficulties which beset the nation at large. And if one wishes to stress the integration of immigrant history into British life, to explain the importance of the Irish within British society, only Irish history, whose muscle power literally transformed the face of Britain.

Similarly, there are excellent studies of



A detail from an eighteenth-century engraving by R. M. Ward, 'In Lord Chesterfield's Ante-Room'.

Jewish immigration in the late nineteenth century which highlight major contemporary issues: immigration, race, class, and commerce; and the reactions of the host society. These and other themes often tell us as much about the nature of the host society as they do about the immigrants.

The history of immigrant groups can take the student out into wider areas of study. The story of Jewish immigration, for example, could be used to illustrate the pressures which forced those people to quit existing homelands. Indeed one valuable aspect of immigrant history is the way it draws the student away from Britain and focuses on Eastern Europe, Africa, or the West Indies.

The history of immigration then takes the student into a wider international context, while encouraging a more questioning approach to British history itself. Surely only the most ethno- and Euro-centric view of history could challenge the strength and interest of this approach?

Unsurprisingly, the most difficult prob-

lem facing teachers is that of materials, and finding a place to teach it. It is true that much of what we know about immigrant history is to be found in scholarly books and articles, which, in their present form, would not be suitable.

Yet these works contain the leads and guidelines to sources, libraries, collections, and could easily be tapped. It is perfectly feasible to find material which is both evocative and historically important.

All this is not to ignore those pioneering schools and teachers who have already made major steps in this direction. Yet their success is so often couched in rather defensive terms of providing relevant teaching for their own pupils. What needs to be asserted is that immigrant history is important not merely for immigrants and their descendants, but also for the rest of society.

I would argue that immigrant history is an important aspect of British history which has for a complexity of reasons been pushed out of sight by a historiographical tradition

which has been ethnocentric where it has not been racist.

This is not to argue that immigration is the only, or even dominant theme in British history. The United States, on the other hand, has often been portrayed as "a nation of immigrants" (conveniently ignoring the native peoples).

Obviously, the history of Britain is qualitatively different from that. But the insularity of British historical writing has helped to generate an alternative view, which has accorded no place whatever to generations of immigrants into Britain.

Much work still needs to be done. But already we know enough to make a start. What is needed is a bold assertion, not merely of the facts about the history of immigration, but also of its centrality and importance. Arguably, one of the great sins of the fathers is to bequeath a false view of their past; the time is surely ripe for a new start?

James Walvin is a senior lecturer in history at the University of York.

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Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EOT/510, County Hall, London SE1 7PB. Closing date for return of completed application form 20 October.

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Cathor Road, London W.12

**Headship**

Applications are invited from teachers with training and experience in nursery education for this headship which becomes vacant in January, 1979. Roll 55 (ages 3-5) full-time pupils. Burnham Group 1, salary £5,070-£5,652 plus £402 London Allowance. The school has its own swimming pool. A qualified swimming teacher is employed but the head teacher must have an interest in this important aspect of the school.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EOT/510, County Hall, London SE1 7PB. Closing date for return of completed application form 20 October.

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(Mr. A. D. Pascoe, District Education Officer, Princess House, Princess Way, Swansea.)

### Secondary Schools

**BISHOP GORE COMPREHENSIVE, DE LA BECHE ROAD, SKETTY, SWANSEA, (MIXED).**  
(1,758 on roll) (Age Range 11-18 years). To teach Mathematics to 'O', 'A' and 'S' levels. (Post Ref. IS/5.27.78.)

**OLCHFA COMPREHENSIVE, GOWER ROAD, SKETTY, SWANSEA, (MIXED).**  
(2,200 on roll) (Age Range 11-18 years). To teach Religious Education to 'A' level. (Post Ref. IS/6.27.78.)

**DISTRICT 3 (GORSSEINON) APPOINTMENTS**  
(Mr. D. V. A. John, Acting District Education Officer, The Institute, 42 Lime Street, Gorseinon, Swansea.)

### Primary Schools

**\*CLASE INFANTS, RHEIDOL AVENUE, CLASE, SWANSEA, (MIXED).**  
(242 on roll) (Age Range 3-7 years). (Post Ref. SP/20/7.27.78.)

**DISTRICT 4 (MORRISTON) APPOINTMENTS**  
(Mr. D. James, District Education Officer, Neeth Road, Morriston, Swansea.)

**YSGOL GYFUN YSTALYFERA, GLANRYFON ROAD, YSTALYFERA, (MIXED).**  
(1,240 on roll) (Age Range 11-18 years). To teach Physics to 'O' level and to assist with the teaching of Science to Forms 1 and 2. These subjects are taught through the medium of English but applicants should be fluent in Welsh. (Post Ref. AG/8.27.78.)

**YSGOL GYFUN YSTALYFERA, GLANRYFON ROAD, YSTALYFERA, (MIXED).**  
(1,240 on roll) (Age Range 11-18 years). To teach Typewriting, Office Practice, Commerce and Shorthand. These subjects are taught through the medium of Welsh and English. (Post Ref. AG/9.27.78.)

### Primary Schools

**GODREGRAIG PRIMARY, GODREGRAIG, YSTALYFERA, (MIXED).**  
(108 on roll) (Age Range 3-11 years). To teach in the Junior age range including Boys Games. (Post Ref. AP/19/10.27.78.)

**DISTRICT 5 (NEATH) APPOINTMENTS**  
(Mr. S. Tashers, District Education Officer, Cadogan Road, Neath.)

### Primary Schools

**BLAENGWRACH PRIMARY, CWMGWRACH, NEATH, (MIXED).**  
(227 on roll) (Age Range 4-11 years). To teach Welsh and to assist in the teaching of P.E. and Games for Boys throughout the school. (Post Ref. SP/10/11.27.78.)

**DISTRICT 6 (PORT TALBOT) APPOINTMENTS**  
(Mr. Jones, District Education Officer, 4D Talbot Road, Port Talbot.)

### Primary Schools

**YSGOL GYFNUDD GYMRAG, PONTREHYDYFEN, PONTREHYDYFEN, PORT TALBOT, (MIXED).**  
(135 on roll) (Age Range 3-11 years). Applications should be able to teach through the medium of Welsh. (Post Ref. GP/8/12.27.78.)

Application forms and further particulars of special posts are available from the addresses shown on receipt of a stamped addressed (logbook envelope) enclosing the appropriate post reference(s).

CLOSING DATE: The closing date for the receipt of completed application forms is THURSDAY, 10th OCTOBER, 1978.

John Best,  
Director of Education

### PRIMARY Scale 1 Posts continued

**WEST SUSSEX**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

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**NORTH YORKSHIRE**  
**YORK AHA**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

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**YORK AHA**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**EDINBURGH**  
**LORETO JUNIOR SCHOOL**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Middle School Education**

**Headships**

**DORSET**  
**LOCKYER'S MIDDLE SCHOOL**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Deputy Headships**

**Senior Masters/Mistresses**

**BERKSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Remedial Posts**

**Other Posts on Scale 2 and above**

**BERKSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

### By Subject Classification

### Art and Design

### Scale 1 Posts

**SUFFOLK**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**English**

**Other Posts on Scale 2 and above**

**DEVON**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**EALING**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Scale 1 Posts**

**DEVON**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Humanities**

**Heads of Department**

**HERTFORDSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Mathematics**

**Other Posts on Scale 2 and above**

**SUFFOLK**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Modern Languages**

**Other Posts on Scale 2 and above**

**NORTHAMPTONSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

### Music

### Heads of Department

**BRADFORD (City of)**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Other Posts on Scale 2 and above**

**HAMPSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**STAFFORDSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Physical Education**

**Other Posts on Scale 2 and above**

**EALING**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Scale 1 Posts**

**EAST SUSSEX**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Technical Studies**

**Heads of Department**

**SUFFOLK**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

### Scale 1 Posts

**HERTFORDSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Other than by Subject Classification**

**Other Posts on Scale 2 and above**

**BUCKINGHAMSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**EALING**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**EAST SUSSEX**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**NORTHAMPTONSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

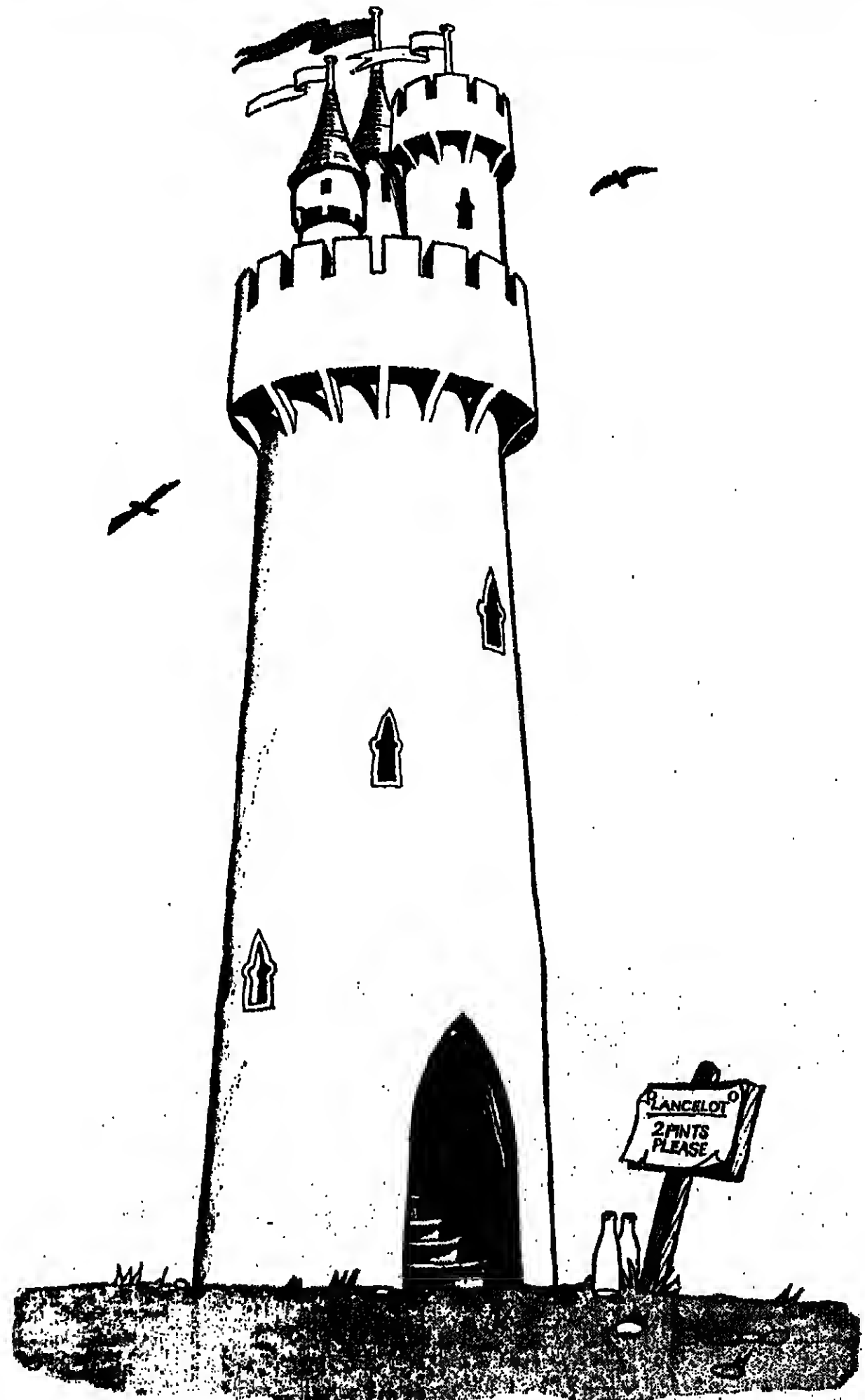
**Scale 1 Posts**

**BERKSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

**Scale 1 Posts**

**BERKSHIRE**  
**BRIMLEY HILL PRIMARY**  
(117 on roll) (Age Range 4-11 years). To teach in the Junior age range including Boys Games. (Post Ref. SP/10/11.27.78.)

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# INVESTIGATING MIXED ABILITY

By P. A. Bailey

A previous article (TES, March 18, 1977) described how current practice in mixed-ability mathematics teaching was being studied in a variety of schools. The results of this inquiry are now available in a Schools Council report.

The aim of the report is to make available to teachers the experiences of others and not to encourage or discourage mixed-ability teaching.

This article will describe some of the findings and give some of the recommendations of the working group.

What are the advantages and disadvantages of mixed-ability teaching?

Teachers gave as advantages: social benefits; an awareness of individual differences between pupils and the need to provide for them; a good working atmosphere in the classroom; closer contact between teacher and pupil; raised levels of achievement.

Some of the benefits mentioned could be brought about by curriculum development with any type of grouping, not necessarily mixed-ability classes. These included the need to work together as a team with a common purpose, to rethink aims and objectives, to introduce new ideas and provide more variety for teachers.

Disadvantages which persisted in-

cluded: the difficulty of providing for the less able and very able in terms of finding suitable work; difficulties associated with providing and organizing a variety of material in the classroom; how to introduce a topic for the second time; the problem of finding an efficient allocation of teacher time both inside and outside; the exclusion of the teacher from effective interaction with pupils in some schemes. How far up the school can mixed-ability teaching be taken?

Of those schools which received children at 11, nearly half adopted some form of grouping based on attainment after the second year. Some departments had continued mixed-ability grouping into later years, but had reverted to setting after the second year for reasons such as the lack of suitable teaching material and the increasing spread of attainment.

Pool setting was the most usual form of regrouping, with some schools using a broader form where the more able use extracted for an O level course. No general relationship between the quality of work and the pattern of reorganization was found. Indeed, in some schools the persistence of mixed-ability work in units was due to the ethos of the school rather than the particular competence of the maths department. These schools may well have better served their pupils by grouping them by attainment much earlier.

What kind of staff effort will be needed? It is unwise to contemplate starting without a reasonably united and enthusiastic department. Before the introduction of mixed-ability work it is important to have sufficient discussion of the mathematical aims and objectives for the various pupils at various stages of the course.

To achieve good quality teaching it was found necessary to experiment, to evaluate and to be pre-

pared to abandon those methods which were unsuccessful. It is often stated that only the exceptional teacher can make mixed-ability teaching work, but we saw evidence that many teachers who might be under-estimated by their own capabilities have tackled mixed-ability teaching with success.

Is there a predominant teaching model suitable for mixed-ability classes?

Of the twenty six schools visited, twelve made exclusive use of some form of whole-class teaching, none relied totally on group work, seven used an individualized scheme and seven used a variety of methods. Nine schools were using whole-class activity than were using a totally individualized scheme, but seven of these taught by means of linearly sequenced worksheets.

Whatever methods were being used the teachers emphasized their concern for the quality of material and the continuity of learning. However, the development of pupil autonomy and opportunities to organize their own learning through a choice of tasks was not particularly evident.

In schools where pupil choice was encouraged it took the following forms: a pupil chose a task from the variety provided or agreed on a "contract" with the teacher; a pupil was allowed to extend a topic he was interested in.

Teachers believed that pupil choice created a sense of involvement and motivation. Also the pupil had a good chance of presenting himself with the right level of challenge. This, together with thoughtful teacher intervention, ensures that the pupil is attempting suitable tasks.

Discussion seemed to take place rarely in those classes using individualized schemes but was more apparent where whole-class methods were used, particularly where exploratory tasks of investigation were incorporated into the scheme. In good mixed-ability lessons with a variety of approaches exchanges between pupils and between teacher and pupil regularly took place.

Although most of the schools visited employed only one teaching model for all their work, it was generally agreed that the most successful were those which used a variety of models.

A school successful at offering a variety of tasks used a fortnightly programme which offered three kinds of work: the development of number skills; and understanding using worksheets; workshop activities where pupils are offered a choice from a range of investigations; teacher-introduced whole-class activities.

Does mixed-ability teaching mean writing my own worksheets? School-produced materials took two distinct forms. Self-contained worksheets or worksheets were written by departments to replace or supplement commercial material. Director material, often with a few introductory remarks and examples, guides the pupil to other resources. Schools which relied totally on



An interdepartmental discussion to make decisions on objectives, methods, materials and evaluation.

their own self-contained material were generally less successful than those which used commercially produced materials or material produced by a local collaborative effort (for example, SMILE, KMP).

The mathematical diet in self-contained material was often thin and problems, investigations and exploratory tasks were rarely incorporated. Time and energy was not always well used in its production. Teachers were often writing new material for later years rather than extending and improving that which was already written, or providing tasks at various levels.

The use of a variety of materials did seem to be an important factor in any successful scheme, and direct material does allow teachers and pupils to use tasks from a wide variety of sources, including their own. Whatever scheme is used, whether published, locally or school produced, it should provide coherence and continuity for pupils. At the same time it should allow the teacher to introduce his own material to meet current demands, to provide ideal and motivate pupils. Does mixed-ability teaching imply a different kind of assessment?

Teachers recognize the need for the continuity and development of mathematical ideas for each individual pupil and the diagnosis of difficulties followed by appropriate action. The means of securing this interaction between teacher and pupil by marking and discussion of the pupil's work does not differ greatly in a mixed-ability class from a setted one.

Various types of formal assessment exist. For example, the pupil may complete a test on a set of tasks. The results of these tests define the next set of tasks which the pupil has to complete. These may include assignments on the same level as before or in SMILE or KMP.

In the Hertfordshire Computer Managed Mathematics Project the pupils work is marked by either the teacher or a computer. For those examples the pupil gets wrong similar examples on a sheet containing extra or remedial questions. Progress in a self-contained individualized scheme is recorded on a class matrix where tasks completed are

particular interest in basic numeracy developed following my participation in 1975 in a project for number concepts in the first year of primary school by the Central Science Education.

During the early months of 1976, the first year of the project, I devised a scheme which ensured the regular practice of basic numeracy skills throughout the first two secondary years. I hoped to show that regular practice in number skills results in a major improvement in performance in the results of this research did, in fact, show that pupils using the scheme virtually doubled their score on a number test in a matter of three months.

About this time, ever increasing pressure was being given in the media to stories of pupils who were incapable of basic number work although they had passed work exams. Had we at Holbrook got our priorities right? Did not our curriculum guarantee that pupils were given the necessary basic numeracy training which was the epitome of relevance for the majority of our pupils?

We were entering a high proportion (80 to 85 per cent) of our fifth year for the CSE. Were all these pupils really competent in basic numeracy or were we teaching "CSE maths" to pupils when most of the time they would be much better employed on basic arithmetic? Did we have "innumerate" pupils obtaining passes at CSE?

From all this head-searching the solution seemed to be to institute a test of basic numeracy and to issue our own certificate of competence. Possessing a Holbrook "Basic Numeracy Certificate" (BNC) would mean that the pupil had attained a recognizable minimum level of basic numeracy. The pupil

might not be a mathematician but he would be someone likely to be familiar with very basic arithmetical concepts like finding half of one quarter or 10 per cent of £5 and he would be able to operate the four rules successfully.

After many departmental meetings the aims of the Holbrook Basic Numeracy Certificate were formulated as:

(1) The certificate will be evidence that the pupil has been examined and has obtained a recognized minimum level of basic numeracy which will help him to solve simple mathematical problems of work and everyday life.

(2) The certificate will be useful in showing to prospective employers an indication of ability in basic numeracy work.

(3) The study towards the certificate examination will be a desirable goal for nearly all pupils, but especially for those who find CSE work difficult.

(4) The existence of the examination will be a constant reminder to all pupils of the numeracy needs of their pupils. These aims were translated into measurable objectives. Lack of space prevents reproduction of these objectives in full but some were concerned with knowledge of, and manipulative ability in, common fractions and decimals. Other objectives included being able to find percentages of amounts of money, the 24-hour timetable, "Do It Yourself" problems, approximate costs and shopping problems. Imperial units still in common usage would be tested as well as metric units.

The exam would consist of 30 per cent mental questions, 30 per cent mechanical manipulation and 20 per cent easy problems, and would take up to one and three-quarter hours. The initial exam would be taken at

the end of the third year and if passed a printed certificate would be awarded. It would then be taken again in the fourth and fifth years when endorsements could be obtained.

It was thought that the effect of regular testing of basic numeracy throughout the pupils' senior school life would be to encourage its regular practice in the classroom.

Also it was felt that a certificate with two endorsements would have more validity than one obtained by a single exam in the fifth year.

All pupils were to be entered for the exam since we did not want the BNC to become regarded as a "poor man's CSE", rather than it should be regarded as important for all pupils.

One feature of CSE exams is that an entrant may get little on his paper absolutely correct and yet still obtain a respectable grade of numeracy needs of the pupil.

We decided to proceed with a pilot scheme in 1977 and on March 31 all our fifth sat the first BNC exam. The third and fourth years sat the exam later in the year as part of their annual summer exams.

We decided not to do any special

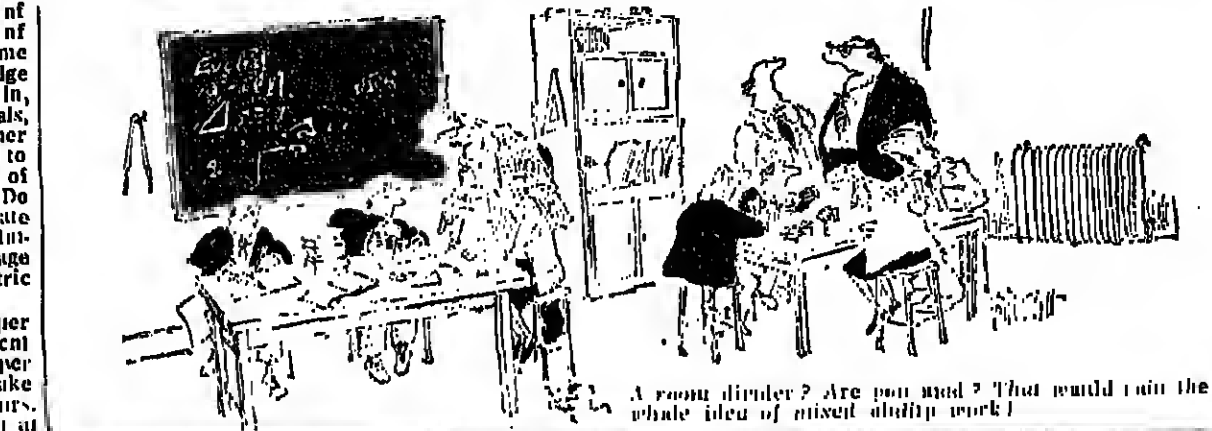
preparation of pupils for it in 1977 but to consider the need for any special action for 1978. In the light of experience in 1977 we are making some adjustments to the scheme this year.

We believe that the standard set in 1977 was about right although the final pass rate was disappointingly low. However, our first three quarter hour long exam consisting of three papers, all taken at one sitting, discriminated heavily against lower-ability pupils whose concentration soon begins to fade—this year the exam lasted one hour and was taken over two days.

The 1977 BNC exam has had an important and lasting effect on the mathematics curriculum at Holbrook. We found that weakness in manipulative skills was inherent much higher up the ability range than we would have suspected.

Candidates from the fifth year who later obtained a grade one at CSE or a 16-plus O level grade passed their BNC with reasonable ease, as one would expect, but obtaining a grade two or three CSE was no guarantee of being certified.

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A room divider? Are you mad? That would ruin the whole idea of mixed ability work!

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R. W. Fox

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These two books provide the opportunity and motivation to the slow learner to master working with these particular areas of number work. They contain examples in which a number as to offer a wealth of practice material in each stage of learning.

- ☐ Essentials of Applied Mathematics
- ☐ Practice Maths
- ☐ Answers to Practice Maths
- ☐ Basic Skills in Number
- ☐ Answers to Basic Skills in Number
- ☐ Basic Skills in Fractions
- ☐ Answers to Basic Skills in Fractions
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# DO YOUR OWN BASIC NUMERACY CERTIFICATE

Wright describes the Holbrook High School scheme

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## ADDRESSING THE IMBALANCE

David Kent on the recent NFER conference for teachers of mathematics in colleges of further education

The amount of research and development work in mathematics teaching in colleges of further education is hardly commensurate with the role these institutions play in society. This is my belief, one shared by many of my former colleagues in further education.

Few would disagree with the thought that our global improvement in the standards of mathematics in primary, teacher and secondary education. It is therefore only right that these areas should command the greatest attention. But the imbalance, so far as further education is concerned, is almost total.

As part of the formal work of the Guidance and Assessment Service in the NFER, Raymond Sumner, Principal Research Officer of the NFER, and I decided we would try to address, if not exactly redress, this imbalance by organizing a conference for teachers of mathematics in colleges of further education. We contacted a selection of colleges, notifying them of our intention. From the overwhelming response received we drew up a programme and a list of some 20 members and the conference was held at Kingston Hall, Rochester, Northamptonshire, in March this year.

Three of the conference members, Jenny Trevellick of Havering and West London College, Shelia Shipton of Southend College of Technology and Trevor Eastwood of Derby Loughborough College agreed to act as seminar leaders. Philip Leslie of the NFER also acted as a seminar leader, as well as helping with the final stages of the organization.

Raymond Sumner and I opened the conference on the Friday evening just a few days after the publication of the IMA national test results. Maybe it was because of this that the opening discussion centred on the themes of numeracy and basic mathematics. The conversation covered such things as teaching methods, curriculum, discipline, links between schools and colleges, and more. Perhaps the conclusion of the opening discussion was the statement of how complex mathematics education.

It was suggested that too often, too many of the people who make pronouncements on standards, the commentators on education, have no

real experience of dealing with the children who cannot or will not cope. There was a second suggestion that if the commentators, who are usually people in positions of authority, had experienced the daily problems of teaching mathematics in schools or colleges of further education they would surely use their authority and influence to comment on parameters like class size, imbalances in the teaching curriculum, daily pressure, lack of equipment and not standards as elusive as the butterfly.

Jenny Trevellick and her colleagues at Havering and West London College, Shelia Shipton of Southend College of Technology and Trevor Eastwood of Derby Loughborough College agreed to act as seminar leaders. Philip Leslie of the NFER also acted as a seminar leader, as well as helping with the final stages of the organization.

As the case with all conferences, it is almost impossible to project the true spirit and feeling in words; the full report of the NFER's venture can be purchased at a small cost from Dr R. Sumner, Principal Research Officer at the NFER. It is clear from the substance of that report that there is a need for a new kind of research and development work in mathematics teaching in colleges of FE. It is just as clear that many college teachers are sensitive to the growing requirements which will be made of them, their work and their time.



David Kent

description of the sensitivity required in undertaking such work which touches a social need, as well as a mathematical one. It was pointed out that there is likely to be an increasing need for colleges to become involved in this remedial work, but as yet there is a scarcity of trained people to deal with the problems. It was suggested that as the remedial work expands then so must the recruitment of specially trained staff, or the retaining of current staff.

Continued from page 49

Our students with a low mathematical conceptual age were also indirectly helped by the available adults and the visiting page in that the teachers could spend more time with them rather than having to help as much with reading problems.

Students with a low mathematical conceptual age needed other help. Often their reading was perfectly adequate but they could not understand simple concepts. What was readily understood by most of the students would present great difficulties for some learners.

They needed programmes of work that had a much slower development than for the normal child, much experience of concrete material to help form and consolidate the concept and, ideally, they needed a teacher each rather than occasional attention.

With practice which, incidentally, most surely improve our ability to write programmes of work for the average student—we were able to devise suitable programmes of work to assist the progress of students with a low conceptual age. The programmes had a low reading age, slow development and often incorporated the use of apparatus such as centiles and fractions blocks.

We could not provide a teacher for each student but we were able to timetable a teacher from the range of mathematics time between a block of four geographically close classrooms. This teacher helped the remedial student either directly or indirectly by helping others and

All colleges are being affected by the recent TEC proposals. Consequently there was much discussion of TEC mathematics. Many teachers spent time in some meetings about the writing of word of TEC, and Shelia Shipton, supported by Ken Frost of Cambridge College of FE, offered an eloquent summary of some of these. But in defence of the new proposals clear up many hesitant thoughts by arguing that TEC was only offering a choice of flexible systems that had to be of benefit to colleges, industry and the students.

During the discussion on TEC participants arose: firstly the need for adequate entrance requirements to TEC level, 1 and 2 courses and secondly the problems of retaining national credibility and standards within a system designed to be flexible. Philip Leslie's seminar devoted to an examination of the NFER's new mathematics help bank could be developed to help with these points. He also demonstrated how the bank might be of value to those working in remedial diagnosis.

The final session was left open and during it Brian Stone and David McIntosh of Havering College of Technology invited comment on the desirability of colleges having an integral mathematics department, rather than having the mathematics staff spread through the engineering, technology, commerce and other departments. It was generally agreed that a more centrally placed mathematics department would be optimized in colleges with a specialist mathematics department.

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David Kent is formerly of the Guidance and Assessment Service at the NFER, now of the Department of Mathematics, Belper High School.

releasing a mathematics specialist. Having the remedial student in the utilised-ability classroom has, I feel, benefited all our students by making it a high priority that we devise strategies for enabling the students to be more independent. Programmes of work for more intelligent students have been influenced by experience of writing remedial programmes. Problems in understanding have been more easily appreciated by the teacher.

The remedial learner to the mixed-ability mathematics classroom can not only survive but also make good progress as long as we provide the necessary truly individual programmes.

Ray W. Russell is head of mathematics and science faculty at Whitby School.

## LAYING THE FOUNDATION

Wendy Borkwood and Jenny Ure

A general education department at Havering and West London College runs full-time courses for 12 and 13 level students and a pre-employment foundation course, primarily for 16 to 19 year olds and last one year.

The foundation course is largely made up of language, number and science preparation and is designed to meet the needs of the so-called 'at risk' students—those who have not achieved the necessary academic achievement to have been accepted for one reason or another. Some have had long periods of absence from school, others have been in countries where education has to be paid for, and still others have only just finished their education.

Others are slow learners who have been to ESN schools. We have about 80 such students in five classes.

The aims of the number part of the foundation course are two-fold; that which are common to Appendix A and those which are specific to the foundation course. The general aims include the development of abilities and confidence to work on one's own and with other people, tackle unfamiliar problems, make realistic decisions about the future, and carry out decisions through.

Within these, the specific mathematical aims include making simple familiar and happy with numbers (large and small), able to understand and perform mental and written operations with numbers, know how to use a calculator, and be able to solve problems, especially everyday applications, be familiar with measuring and mechanical aids and the use of graphs.

The basic syllabus consists of the numbers, simple fractions and decimals, the four rules, geometrical concepts, estimation and measurement, the interpretation of tabular data, and graphs.

During 1977-78, the present number part of the syllabus was created, developed and taught. We, the teachers, have learnt a great deal from our first year. We found that individual work programmes are necessary from the beginning since each student has a different starting point and works at a different pace on different topics.

Despite the variety of our students' previous experiences, attitudes and interests, a "cure" of topics could be identified which is applicable to the majority and needs great emphasis.

Many students are still at the end of "concrete operations" in mathematics and must have plenty of opportunity to see and feel objects to give meaning to written symbols and relationships.

One teaching style, that of individualized learning, is not sufficient to motivate all students all of the time.

Because of a lack of equipment and the students' lack of confidence, the bulk of the course is predominantly "home-iron" work—work which is done in the classroom and applications which are made in the real world.

It is hoped that in these four or five hours, since students will usually be working on their own, the opportunity of rapid progress from the basic syllabus to more advanced work will be readily available. During the remaining one or two hours we intend, through discussion and discussion of one of the "core" topics, to highlight a few important facts each week which are worth memorizing.

In the weekly testing of the application of these "facts" in the old mental arithmetic tradition, we hope to relieve the stress of written work and enable the students to develop some confidence in dealing with some of the maths of everyday.

The course, and its number component, is difficult to measure in success-failure terms. Many foundation students have been successful in securing public exams. A few have done well, but most have not. It is a great deal of confidence which allows a realization that other skills, qualities and experience are important. They complete the year then find a job training course or return to school—all of these were possibilities closed to them at the start of the year.

Since this article was written, some changes have been made to the Foundation Course, although the philosophy and aims remain the same.

University Relations Council's, we have a number of employment and training requirements.

The local mathematics teachers' centre, where a series of meetings between teachers and employers are taking place.



This year, in order to incorporate the points of "good practice" which we have discovered, the course has been more structured. All the foundation maths lessons, with classes of 12-16 students, have been timetabled in three adjacent rooms, the largest of which has been equipped as a communications workshop.

Each room houses specialized resources aimed at developing particular language, number and communication skills. It is primarily used by foundation students, but is also used by other students who are having difficulties with their work.

It is hoped that eventually the workshop will allow the other students who are having difficulties with their work to be able to refer to the support material in the workshop.

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Wendy Borkwood and Jenny Ure are teachers at Havering and West London College.

## TOO MUCH TO TOO MANY

By Sheila Shipton

Why are we faced with so many students needing remedial mathematics? Why are so many students who are confident 1/2 + 1/3 = 2/5, technician students who have a horror of algebra—'I get a funny feeling inside when I see a letter'—? In my opinion it is because we are trying to teach far too much to too many with too few competent maths teachers.

My remedial maths classes are almost psychological investigations. All of the students have 'switched off' at some stage because they have failed to understand a vital step in the process—for some it may be as far off as the beginning of subtraction, for many struggling with the abstract ideas of algebra before they are ready.

Most primary children will try to learn everything required of them. Most adolescents have of necessity become selective and will make no effort if experience has taught them that they are unlikely to succeed. They may be persuaded to make an effort if they can see an obvious benefit to themselves, but this effort will soon peter out if not quickly rewarded by successful achievement.

We get many of our students to use maths techniques successfully simply because they are not labelled by the dreaded name 'mathematics' but are done as part of their technology and the problems are concrete. If a workshop situation leads to the calculation 3/5/16—1/24 a craft apprentice will master the processes necessary to do it, but his employer will grumble at the time wasted learning to do it when he might reasonably have expected him to have learned to do it at school.

Tending numeracy successfully is a highly skilled occupation. The trouble with maths is that each brick depends on the ones that have been laid before. It is no good deciding on levels of attainment for the average child at a given age because this leads to the present situation—trying to teach too much to almost everyone.

It is useless making them sit down to learn their tables if they do not understand the difference between 12 and 21 because if they have learned 'three fours are twelve' and then write down 34=12 there is frustration all round. This may seem so obvious to us, but it is something every primary teacher must understand and there are dozens of other examples in the teaching of numeracy.

In the same sort of way one can start trying to teach trigonometry at a certain stage because 'that's what it says in the syllabus' only to discover that someone cannot draw a straight line of given length, several have no idea what an angle is, let alone how to measure one with a protractor, and someone else has never realised that when you write— you can mean 3.5 divided by 2.5.

It is amazing how many misconceptions there are about maths symbols and terminology. Perhaps it is not so astounding when you discover children who have had six different maths teachers in five years of secondary schooling and that none of the six have been maths specialists.

A complete lack of understanding of the students often have that someone, at some time, taught them to do something (addition of fractions is a common example) but that they have not used it for such a long time they have completely forgotten the process.

My solution would be revolutionary—everyone should do arithmetic until they are thoroughly competent in the very small number of numerical techniques and mechanical skills required for everyday living and should then spend a very small amount of time each week (probably one period) keeping the techniques reinforced until they leave school.

I dare to suggest that science teachers should teach the maths necessary for processing laboratory results when they arise—they can be given extra time out of the former 'maths' time. I know that there is also a shortage of science teachers, but this is mainly in physics.

I am sure chemistry and biology graduates could learn to teach the necessary maths during their training year and it is much easier to get children to solve actual concrete practical problems than their reticent textbook ones.

This would free our low paid mathematics teachers to concentrate on those capable of doing things maths, needing to do the subject for a future career and waiting to do it because they enjoy it.

I am absolutely against mixed ability groupings—they like my remedial class, are uncooperative and teacher and student time—both I am for mixed groupings. Ideally, this bright algebra-ready 11-year-old could join the average 14-year-old wanting a career in industry, everyone could work at their own pace in a group that was working at the same pace. If this is impossible (and I realize it would be a timetable's nightmare), then I am for not putting 'maths' on the timetable until the third or even fourth form.

It is not that new an idea—the original set of SMP books were designed as a two or three-year course and we used to get very good results from a two-year college 'London Matriculation' course for 14-year school-leavers 30 years ago. They used to come to us with a high standard in basic arithmetic but knowing no algebra, geometry or trigonometry and most of them because professional engineers, scientists and even mathematicians.

We must stop trying to teach too much to too many too soon. I think I would rather risk 'loosing' some of the top 10 per cent from boredom than go on having 90 per cent decide that maths is not for them.

Sheila S. F. Shipton is principal lecturer in mathematics, Southend College of Technology. Further Anglian CSE Mathematics South Panel and CEE Mathematics Committees.

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**F. W. Kellaway discusses the place of technician maths in the future**

In other words, the end-product must represent a genuine vol of achievement, adequately stated and validated, following a

In practice it is intended that the suggested contents of various syllabi will be carefully correlated with the needs of the students as represented by the subject matter in the remainder (normally the bulk) of their courses. Whether this suffices to allay the fears of those opposed to change is a question yet to be given a definitive answer. There are other questions to be answered also.

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It is the latter which Kelly shows the relationship of the introduction of mixed ability grouping to social change and to a concern for equality of educational opportunity, but emphasizes that this should not be interpreted as a claim that all pupils should have the same educational diet for the psychosocial bases for claims concerning individual differences need to be taken into account. Kelly shows that it is naive to interpret this as implying simply a differ-

There is always a danger that decisions that are fundamental will be made as "top-down teachers" and not by the teachers themselves. To meet the needs of different pupils in different circumstances. This is least likely to happen when the use of materials and practices are presented with an adequate account of the principles they are meant to illustrate. Kelly has made principles clear throughout this book. It should prove most helpful to teachers who read it.

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Scale 4 post available for a teacher in ENGLISH to join the Authority's Remedial Unit and to be based at the Remedial Resources Centre.  
The successful applicant will be required to work with children who are experiencing difficulties in literacy, and will operate on a peripatetic basis mainly in the Authority's Comprehensive Schools, although there will be some work with children at the Junior stage.  
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Application forms to be returned by Monday, 30 October, 1978.

**Other Posts on**  
**Scale 2 and above**  
**BROMLEY**  
Head of Lower School  
Head of Upper School  
Head of Sixth Form  
Head of Sports  
Head of Music  
Head of Art  
Head of Drama  
Head of Dance  
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Head of Modern Languages

**NOTTINGHAMSHIRE**  
**COUNTY COUNCIL**  
**EDUCATION COMMITTEE**  
Head of Lower School  
Head of Upper School  
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**By Subject**  
**Classification**  
**Art and Design**  
**Head of Department**  
**RENFIELD**  
Head of Lower School  
Head of Upper School  
Head of Sixth Form  
Head of Sports  
Head of Music  
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**Buckinghamshire**  
**County Council**

**BUCKINGHAMSHIRE**  
**MILTON KEYNES DIVISION**  
Stanbury Campus, Milton Keynes, Bucks

Owing to a considerable increase in student numbers, the following new posts are immediately available at the Campus—or may be taken up in January or Easter, 1979. Applications are invited by letter (retails and formal application form will be sent immediately) from experienced and/or newly qualified teachers. Scale 2 posts may be available.

- Faculty of Creative Studies**
- (1) Art—an interest in helping to develop ceramics and sculpture in a well-equipped three dimensional area could be an advantage.
  - (2) Technical and Practical Subjects—a teacher (male/female) of wide interests is required, able to work within a team of six staff developing a range of multi disciplinary engineering and design courses.
  - (b) Teacher for Home Economics (male/female)—with a particular interest in cookery.

- Faculty of European Studies**
- (1) English—to work within a team of teachers responsible for 4th, 5th and 6th form work. Teaching materials developed and prepared by teams of teachers within the faculty.
  - (2) Modern Languages—an interest in lower school humanities teaching would be an advantage. French is taught throughout the school and there are opportunities to visit in the development of German or other modern languages.

**Faculty of Mathematics**

Mathematics (2)—an interest in helping to develop specialist work in the upper school would be an advantage although all teachers contribute to mixed-ability teaching in the lower school. Teaching materials are planned and prepared by teams of teachers within the faculty.

**Faculty of Science**

Physics—to join a team of teachers organising C.S.E. and Nuffield 'O' or 'A' level physics courses in the upper school. All teachers are involved in the combined science in Lower School which are devised and taught by teams within the faculty.

**Faculty of Shared Time**

Shared Time—Shared Time includes English, History, Music, Drama and Art and applications are invited from teachers with main qualifications in one or more of these areas. Approximately 40 per cent of the timetable in both Foundation and Third Year is devoted to Shared Time. The successful applicant must be committed to strong pastoral/curricular links and will be able to exploit the advantages of a high degree of contact between the tutor and individual students.

**Faculties of Drama and Music**

- (1) Drama—to contribute to drama courses throughout the Campus. In addition to work in the lower school, C.S.E., 'O' and 'A' level courses have been developed. An interest in contributing to thriving community drama groups would be an added advantage.
- (2) Music—Brass Instrumentalist—to teach half-time in classroom situations on Campus, and half-time instrumental instruction within the Stanbury Music Centre.

Staff appointed to the Campus are encouraged to contribute to all aspects of community provision. Interest in recreational and sporting activities as well as the work of the Youth Centre will be a consideration in this series of appointments.

Stenbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes.

Ultimately, it will provide secondary education for 4,500 students in the age range 12-18, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision. As a result of close co-operation with the local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Educational Centre, Community College, Youth Centre, shopping and recreational facilities form an integral part of the campus for shared use with the surrounding community.

The first of these comprehensive schools, Bridge-water Hall, opened in September, 1974, with 200 students (now 1,200), and its first members have just gained their 'O' and 'C.S.E.' successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows rapidly. Present Sixth Form numbers 130.

Help with housing will be available. Removal expenses payable in approved cases.

Application as soon as possible, to: Geoffrey Cooksey, M.A., Director, Stenbury Campus, Stenbury, Milton Keynes, MK14 6BN, Bucks. Tel.: Milton Keynes (0908) 314055.

Full information will be sent immediately upon receipt of your letter together with the names and telephone numbers of two referees.























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Application forms and further information can be obtained from the Principal Officer (Level 4) of the relevant Department. The forms should be returned within 14 days of the date of issue of the advertisement.

**CAMBRIDGESHIRE**  
COUNCIL  
COUNCIL CHAMBERS, 100, LEE ROAD,  
CAMBRIDGE CB2 3RQ  
TELEPHONE 0223 353111  
FAX 0223 353112  
E-MAIL [enquiries@cambs.gov.uk](mailto:enquiries@cambs.gov.uk)  
Internet: [www.cambs.gov.uk](http://www.cambs.gov.uk)

Applicants should have good knowledge of the English language and be able to communicate with the public, together with a minimum of 1 year's experience of working in a similar role.

**Salary:** £8,192 to £25,741 (Maine

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ROUGH TECHNICAL

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 GRADE 1 in SCIENCE

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2010.

100







# CYNGOR SIR GWYNEDD COUNTY COUNCIL

GWYNEDD TECHNICAL COLLEGE, BANGOR

## LECTURER I

(Vehicle Body Craft Studies)

Applications are invited from suitably experienced and qualified persons for the position of Lecturer I to teach panel beating, welding and metal fabrication techniques to motor vehicle and other engineering craft students. Salary in accordance with Burnham Scale I.

Further particulars and application forms are available from the Principal, Gwynedd Technical College, Bangor. Closing date—13 October, 1978.

## GUERNSEY EDUCATION COUNCIL

Guernsey College of Further Education

Applications are invited from suitably qualified and experienced persons for the following post, duties to commence 1st January, 1979.

## Lecturer in Electrical Craft Studies Grade I

The post is primarily concerned with the teaching of Electrical Installation to craft students and the organization and development of the Electrical Installation workshop.

The ability to offer Electronics or craft level as a secondary field would be an advantage, as would the ability to offer one or more subjects at T.E.C. Certificate level.

The College is housed in a well equipped new building designed to meet the rapidly expanding requirements of Further Education in Guernsey.

Salary in accordance with Burnham P.P. Scale for Lecturer Grade I in Establishment of Further Education, Superannuation Act similar to those for Teachers in England and Wales.

Married teachers' fees and removal expenses may be paid. The successful candidate must be able to commence his duties on 1st January, 1979.

Application forms and further details may be obtained on receipt of an Unstamped Indemnity Certificate from the Director of Education, P.O. Box 32, Guernsey, G.I., to whom they should be returned as soon as possible and no later than Tuesday, 19th October, 1978.

## LONDON BOROUGH OF ENFIELD

## EDMONTON COLLEGE FURTHER EDUCATION

PRINCIPAL: D. J. Alderson, M.Sc., C.Eng., M.I.Cash, M.I. Telephone 61-004

Vacancies occur for the following posts:

## LECTURER GRADE I FOR INDUSTRIAL LANGUAGE TRAINING

Ref: Applicants should have had training and experience in the teaching of English as a Second or Foreign Language. Some experience of working with members of the immigrant community is desirable, and a knowledge of languages other than English would be an advantage.

## LECTURER GRADE I FOR ADULT STUDIES

Ref: Applicants should have had good teaching experience in Adult or Secondary schools, and be interested in current trends in continuing and community education.

## FULL-TIME ADULT LITERACY TUTOR/CO-ORDINATOR

Ref: Applicants should be appropriately qualified and be sympathetic to the problems of adults with reading difficulties. Some experience in an administrative capacity, and experience of remedial teaching, would be an advantage.

## LECTURER GRADE I FOR MECHANICAL ENGINEERING

Ref: To teach Theoretical and Practical Mechanical Engineering to students on the City and Guilds Certificate in Mechanical Engineering. Applicants should have a minimum of five years' experience in the industry, and a degree or equivalent qualification in Mechanical Engineering.

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## South Thames College

Wandsworth High Street, London SW18 2PL

## Department of Engineering Processes

requires for September, 1978:

### Senior Lecturer in Electrical Installations

Post ref.: DEP/4-78

To teach all levels of the City and Guilds Craft and Technician courses, and also assist with the administration of the department. Salary scale: £6,051-£7,065, plus £402 Inner London Allowance.

### Lecturer II in Electrical Installations

Post ref.: DEP/5-78

To teach all subjects of the CGLI 236 Parts I, II and III courses.

### Lecturer II in Motor Vehicle Servicing

Post ref.: DEP/7-78

To teach all levels of the City and Guilds Craft and Technician courses. Salary scale: £4,101-£6,576, subject to formal approval, plus £402 Inner London Allowance.

### Lecturer I in Electrical Installations

Post ref.: DEP/6-78

To teach all subjects of the CGLI 236 Parts I, II and III courses.

### Lecturer I

Post ref.: DEP/8-78

To teach the City and Guilds Mechanical Engineering Craft Studies courses. Salary scale: £4,101-£6,576, subject to formal approval, plus £402 Inner London Allowance.

Application forms and further details obtainable from the Senior Administrative Officer, South Thames College, Wandsworth High Street, London SW18 2PL. Applications should be sent to the Senior Lecturer, returnable within 14 days of appearance of advertisement.

**ilea**

## City of Manchester

Education Committee

THE WITHENHAWKE COLLEGE OF FURTHER EDUCATION

Meor Road, Manchester, M23 8BO

DEPARTMENT OF HORTICULTURE

FE/108

### LECTURER I IN HORTICULTURE

Salary Scale: £3,192-£5,334 according to qualifications and experience.

Applications are invited for the above appointment for 1st January, 1979, or earlier if possible, to assist with the teaching of Principles and Practice of Horticulture and related topics, on full-time, part-time day and evening courses.

Applicants should have a degree, diploma or other appropriate qualification, and a recognised teaching qualification and/or teaching experience would be an advantage.

Application forms and further details available from the Senior Administrative Officer at the above address.

Closing Date: 20th October, 1978.

### MOSTON COLLEGE OF FURTHER EDUCATION

Ashley Lane, Moston, Manchester M20 1VU

Telephone: 061-285 7028

FE/43

### LECTURER II IN COMMERCIAL SUBJECTS

required to take charge of a Wages, Accounts and Stock Control course that is sponsored by the Manpower Services Commission. Training Service Division. Applicants should possess a degree or appropriate professional qualification together with teaching and commercial experience and will be required to teach one or more of the following: Accounting, Cost Accounting, Stock Control, Data Processing and Commerce.

Application forms and further details may be obtained from the Senior Administrative Officer at the college to whom they should be returned by 10th October, 1978.

### OSWALDSTOWN TECHNICAL COLLEGE

Widow's Street, Oswestry, Shropshire CH21 2WH

Tel: 061-223 3282

Department of Mechanical Engineering

FE/52

### LECTURER GRADE II

To teach Metallurgy/Welding Technology on proposed TBC Higher Certificate programme. (HNC or degree a minimum qualification required).

Department of Electrical and Electronic Engineering

FE/53

### LECTURER GRADE I

To teach theory and practice to craft students in the department's two week full-time course. Applicants must possess at least a HNC or equivalent qualification in Electrical Engineering.

Department of Mechanical Engineering

FE/58

### LECTURER GRADE I

To teach theory and practice to craft students in the department's two week full-time course. Applicants must possess at least a HNC or equivalent qualification in Mechanical Engineering.

Department of General Studies

FE/116

### LECTURER GRADE I

To teach theory and practice to craft students in the department's two week full-time course. Applicants must possess at least a HNC or equivalent qualification in General Studies.

Department of General Studies

FE/116

### LECTURER GRADE I

To teach theory and practice to craft students in the department's two week full-time course. Applicants must possess at least a HNC or equivalent qualification in General Studies.

Department of General Studies

FE/116

## South East London College

London College

## Lecturer I in Plasterwork (Ref. CON. 35) Lecturer I in Painting & Decorating (Ref. CON. 34)

Applications for the above posts are invited from suitably qualified and experienced persons to teach up to Advanced Craft level. Teaching experience would be an advantage but is not essential. These posts are available immediately, on a full-time basis in accordance with the Burnham (F.E.) report, C1 to £5,334, subject to formal approval (plus £402 Inner London Allowance).

Application forms, returnable within 14 days of appearance of advertisement, and further particulars obtainable from the Senior Administrative Officer, South East London College, Lewisham Way, London SE14 1UT. Applications should be sent to the Senior Lecturer, returnable within 14 days of appearance of advertisement.

**ilea**

## SHEFFIELD EDUCATION

STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane, Sheffield S6 5JL

Department of General Studies and Management

Required for January, 1979:

### LECTURER GRADE I in Management Services

The work will be concerned in the first place with (WSOM) Courses with the opportunity of contributing also in other areas of the department's work.

Candidates must be corporate members of (WSOM) and should have substantial practical experience. Teacher-training grant/reaching experience will be an advantage.

Application forms and further details obtainable from the Senior Administrative Officer at the above address.

Closing Date: 20th October, 1978.

### Department of Electrical and Electronic Engineering

LECTURER GRADE I

Required to teach subjects mainly related to Electrical, Electronic and Telecommunications Technician Courses (TEC).

Salary scale: £3,192 to £5,334.

Further particulars and application forms may be obtained from the Chief Administrative Officer (see above JM) on receipt of a stamped addressed envelope to whom it should be returned by October 13, 1978.

Applicants should state for which post they are applying.

### SOUTH OXFORDSHIRE TECHNICAL COLLEGE

Required from January 1, 1979.

### LECTURER II IN ACCOUNTANCY

Required to teach Accounting and related subjects up to and including GCE 'A'/'BEC' level. The person appointed will be expected to play a leading role in the introduction of BSC courses within the College. Applicants should have appropriate professional experience and qualifications.

Important new appointment. Applicants should preferably have some experience in teaching, librarianship and/or educational technology and teaching. Essentially we require someone keen to develop the practical application of the use of resources for teaching and learning. January of September appointment possible.

### LECTURER I IN BUILDING CRAFTS

To be largely responsible for teaching groups of fourth and fifth year pupils from community schools. Ability to offer a minimum of two craft disciplines: Brickwork and Carpentry and Joinery, together with industrial experience and some teaching experience would be an advantage.

Salary: Lecturer I: £3,192 to £5,334

Lecturer II: £4,101 to £6,588

Generous help with removal expenses available. Please apply immediately for further particulars (Telephone: 01865 3561) to the Principal at the College, Deansfield Avenue, Henley-on-Thames, Oxfordshire RG8 1JH.

Applications must be returned by Monday, October 16, 1978.

## LANCASHIRE EDUCATION AUTHORITY

Lancaster College

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## SHEFFIELD EDUCATION

### STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane, Sheffield S6 5JL

Department of Fabrication,  
Welding and Automobile Engineering

Applications are invited for the post of:—

## LECTURER GRADE I

### in Vehicle Body subjects

Required as soon as possible to teach Vehicle Body subjects on City and Guilds 385 Parts I and II and RTTB Integrated training courses Stages I and II. Applicants should have sound industrial experience in light vehicle body repair/body building and hold appropriate qualifications and ideally be teacher trained.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. JMI) on receipt of a stamped addressed envelope, to whom it should be returned within 14 days of the appearance of this advertisement.

## Redbridge Technical College

### Lille Heath, Romford, RM6 4XT

Tel. 01 599 5231

Principal, A. G. Hall, B.Sc. (Econ.), D.P.A., F.C.I.S., Cart.Ed.

Required by 1st January, 1979:

## Lecturer II in:

### Computer Science with Maths or Physics.

## Lecturer I in:

### Accounts and Allied Subjects

Economics/Statistics  
Electronics with Maths or Physics  
Dress and Allied Subjects

Application forms and further particulars are available from the Principal at the above address.

## SHEFFIELD EDUCATION

### STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane, Sheffield S6 5JL

Department of Business and Secretarial  
Studies

## LECTURER

### GRADE I

required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing.  
Salary scale: £3,192 to £5,334.

Further particulars and application forms may be obtained from the Chief Administrative Officer (reference JMI), on receipt of a stamped addressed envelope, to whom it should be returned within 14 days of the appearance of this advertisement.

## SHEFFIELD EDUCATION

### GRANVILLE COLLEGE

Granville Road, Sheffield S2 2RL  
(Telephone: 0742-760271, Ext. 211)

Required for 1st January 1979—

Department of Engineering Technology

## LECTURER GRADE I

to teach Workshop Theory and Practice and Engineering Drawing to craft and technician students on Mechanical and Production Engineering courses. The person appointed will be qualified to Higher National Certificate level and will have appropriate industrial experience. A qualification in technical teaching would be an advantage.

Salary Scale: Lecturer Grade I within the range £3,192 to £5,334.

Application forms, together with further particulars, are obtainable from The Chief Administrative Officer (reference JMI) and must be returned to the College within 14 days of the publication of this advertisement.

## COLLEGES OF FURTHER EDUCATION continued

**CITY OF WAKEFIELD COLLEGE**  
EDUCATION DEPARTMENT  
EDUCATIONAL TECHNOLOGY  
CENTRE  
Creative Unit Hall, Gresham  
LEICESTER LE1 1JL  
£3,192 to £5,008 p.a.

An interesting opportunity is available to an educational technologist with a small team developing a new approach to the delivery of education. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**WARWICKSHIRE COLLEGE OF FURTHER EDUCATION**  
Loughborough Road, Loughborough  
LE11 1JL  
£3,192 to £5,008 p.a.

Teaching and supervising two years' programme including work with T.C.C. courses. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
WEST NOTTINGHAMSHIRE COLLEGE  
Mansfield Road, Mansfield  
NG19 5JL  
£3,192 to £5,008 p.a.

Required as soon as possible. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**WEST SUSSEX COLLEGE OF FURTHER EDUCATION**  
NORTH EASTERN AREA  
Loughborough Road, Loughborough  
LE11 1JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for 1st January 1979. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

## Colleges and Departments of Art

**LONDON**  
SOUTHERN METROPOLITAN COLLEGE OF ART  
LONDON COLLEGE OF ART  
FASHION  
Department of Textile Studies

Applications are invited for Lecturer Grade I in Textile Studies. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**NEWCASTLE upon Tyne**  
ICM of  
EDUCATION COMMITTEE  
COLLEGE OF ARTS AND DESIGN  
Department of Textile Studies

Applications are invited for Lecturer Grade I in Textile Studies. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
WEST NOTTINGHAMSHIRE COLLEGE  
Mansfield Road, Mansfield  
NG19 5JL  
£3,192 to £5,008 p.a.

Required as soon as possible. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**WEST SUSSEX COLLEGE OF FURTHER EDUCATION**  
NORTH EASTERN AREA  
Loughborough Road, Loughborough  
LE11 1JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for 1st January 1979. The successful candidate will be responsible for the design and development of educational materials and for the training of staff in the use of these materials. The post is full-time and involves travel throughout the region. The successful candidate will be required to hold a relevant qualification and to have experience in the field of educational technology.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

**Hull College of Further Education**  
Princes, Hull  
HU1 1JL  
£3,192 to £5,008 p.a.

**Lecturer Grade I**  
to teach a selection from the following mainly to S.E.C. General and National Courses plus some intermediate professional and technician courses: Clothing, Textiles, Clerical Duties/Commerce, Bookkeeping/Calculations. Candidates should be qualified to teach at this level and preferably be teacher trained and/or have teaching/commercial experience. Salary Scale: Lecturer I £3,192 to £5,008 p.a.

**Hull College of Further Education**  
Princes, Hull  
HU1 1JL  
£3,192 to £5,008 p.a.

**SURREY COUNTY COUNCIL**  
REDHILL TECHNICAL COLLEGE  
Getton Point Redhill RH1 2JX  
Required from 1 January, 1979

**Lecturer Grade I**  
(male/female) to teach brickwork and allied subjects New Entrant Training Scheme and other full-time and part-time students.

**CATERING**  
**Lecturer Grade I**  
(male/female) in catering for a small but expanding catering section with a new training restaurant. The person appointed should be able to teach reception, other routine and food service to C & G 705 students. Additional catering subject interests would be an advantage. Previous applicants for the above posts need not reply.

**Department of General Education and Liberal Studies**  
**ENGLISH**  
**Lecturer Grade I**  
to join a lively team teaching English Language and Literature to GCE 'O' and 'A' levels, interest in the development of students' communication skills. Generous relocation allowance in approved cases. Apply in writing, enclosing a stamped and addressed envelope, for application form and further details to the Chief Administrative Officer, to whom a completed application form should be returned as early as possible.

**Lecturers or Teaching Fellows in Engineering Design**  
The expanding Department for the Design of Machine Systems at Cranfield wishes to appoint two further LECTURERS/TEACHING FELLOWS. This department provides a highly vocational 2-year M.Sc. course to industrially experienced engineers to become:—  
— Design Engineers with systems experience  
— Design Project Managers  
— Technological Entrepreneurs

The successful candidate will have a first degree in mechanical/electronic engineering or physics, and several years' experience associated with the design process, preferably in industry. They will be conversant with a range of subjects in the area of mechanical, electronic and control engineering and will have specialist interests in at least one of these fields so as to conduct industrial-sponsored research. The appointees will also be expected to help with the academic administration of the department.

The department provides substantial support from industry through sponsorship of students and research technology machine development projects. It is the academic wing of the Cranfield Unit for Precision Engineering, a CIT owned company specialising in the design, prototype manufacture, and development up to full commercial production level of high performance machines and control systems including machine tool measuring machines and scientific instruments. The two groups work closely together in the teaching and practice of advanced design.

Salary for these posts will be in the range for University Lecturers: £3,892-£7,764 p.a. (under review), with U.S.S. benefits.  
Further particulars and application forms may be obtained from: The Employment Office, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AQ, telephone 0234 750111, ext. 477. Please quote reference 82178.

## COLLEGES AND DEPARTMENTS OF ART continued

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

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Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**WILTSHIRE COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

## SUFFOLK COLLEGE OF FURTHER EDUCATION

Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**SUFFOLK COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**SUFFOLK COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
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£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

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Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**SUFFOLK COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

## LONDON THE UNIVERSITY OF THE ARTS

Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**LONDON THE UNIVERSITY OF THE ARTS**  
Salisbury Road, Salisbury  
SP2 8JL  
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**LONDON THE UNIVERSITY OF THE ARTS**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

## HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION

Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

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**HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

Required for January 1, 1979, or earlier; able to offer two subjects at ONC/D level from: Banking, Business Administration, BDP, Law, Marketing. Salary scale: £3,192 to £5,334.

**HEREFORD AND WORCESTER COLLEGE OF FURTHER EDUCATION**  
Salisbury Road, Salisbury  
SP2 8JL  
£3,192 to £5,008 p.a.

## Athrofa Gogledd-dddwyrdd The North Wales Institute of higher education

Cerretle College, Wrexham  
School of Social Sciences

## Sociology/Psychology

Salary scale £4,101 to £6,558 (Inclusive)

Applications are invited for the post of Lecturer II tenable from 1st January, 1979. The balance of teaching between Psychology and Sociology will depend on the interests of the person appointed and persons with good academic qualifications in one of these disciplines are encouraged to apply. Most of the teaching will be on courses for the caring professions and professional experience of or interest in such professions is essential.

Form of application and further particulars may be obtained from The Institute Registrar, North Wales Institute of Higher Education, Kelsall College, Connaught Quay, Deeside, Clwyd.  
Closing date for receipt of applications—15th October, 1978.

## GWENT COLLEGE OF HIGHER EDUCATION

### Faculty of Science and Technology

## TEMPORARY LECTURER I/II

Salary range: LI £3,992-£5,134, LII £4,101-£6,951

Required as soon as possible to teach INDUSTRIAL MEASUREMENT AND CONTROL topics on INSTRUMENTATION COURSES.

The above post is tenable until 31st August, 1981. Candidates must have appropriate qualifications and experience.

For further details and application forms apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Newport, Gwent, NP23 5JX.

## We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know. But then, we're not merely offering you a change of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach abroad, perhaps with British troops, or Gurkhas or locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other Officers.

You'll have the same status, the same opportunities for promotion, the same levels of pay.

We think it only fair, therefore, that you should prove yourself their equal as an Officer.

Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and a spell at the RAEC's own training centre, you'll take up your first teaching post.

Your starting salary, depending













# OVERSEAS TEACHING POSTS

## HEAD OF SCIENCE (GHANA)

Nayongo Secondary School. To teach Physics to 'A' level and to organise a scheme of work for all classes in the subject. Degree in Science, preferably Physics, and experience in teaching recent 'A' level physics teaching and general science subjects in lower school are essential. Teaching qualification desirable. Preferred age range 25-50.

Salary: £5,412-£7,023 pa. Benefits include furnished accommodation; overseas and children's allowances and employer's portion of superannuation. 2 year contract from January 1979. probably renewable. 78 BS 130

## TEACHER OF SILVICULTURE TEACHER OF BOTANY (IRAN)

Higher School of Natural Resources, Gorgan. To teach up to BSc level, give practical instruction, set and mark examinations, assist with curriculum development.

Degree plus postgraduate diploma or preferably MSc in forestry or related subjects and at least 2 years relevant teaching experience. Candidates, men only, should be single or married with a maximum of 2 children under 5.

Salary: £5,750-£7,048 pa. tax-free. Benefits: Personal and children's allowances; free furnished accommodation; bag; age allowance. 1 year contract, renewable. 77 HO 40 Q 42

## 5 INSTRUCTORS IN ENGLISH LANGUAGE (IRAN)

Duties under contract between The British Council and International Military Services Ltd to provide English language training for Manegere, graduate students, technical specialists and instructors at the Islamic Military Industries Complex.

Degree or teaching diploma plus considerable TEFL experience required and TEFL qualification desirable. Single male candidates preferred.

Salary: £5,000-£8,129 pa plus 40% Inducement, plus £497 pa residential allowance; terminal gratuity 25% of last year's salary; free fully furnished accommodation on site; baggage allowance £400 at beginning and end of appointment; out-of-pocket grant and trunk allowance £150; annual excursion fee to UK: 90% of salary annually in lieu of superannuation. Direct Service contract, initially up to March 1980. 78 MO 194-199

## INSPECTOR OF ENGLISH (BAHRAIN)

The Ministry of Education, Manama. Candidates, men only, must be UK citizens and have a British educational background, degree in English or relevant subject, teaching qualification, TEFL training and considerable overseas experience in TEFL.

Salary: £5,681-£7,707 free of local taxation. Benefits: Free furnished accommodation; overseas allowance up to £2,814. 2 year Sub-Formula contract, renewable. 78 WE 14

## DIRECTOR OF STUDIES (BRAZIL)

Sociedade Brasileira de Ensino Inglês. Curitiba—required for 1979 or as soon as possible thereafter. To be responsible for the administration of the College, supervision of course materials, development and teacher training.

Qualifications: First degree plus MA or equivalent qualification in TEFL/Applied Linguistics; five years experience overseas. Preferred age range 30-40. Salary: £5,681-£7,707 pa.

Benefits: Overseas and children's allowances; free accommodation; medical scheme; employer's share of present superannuation. 2 year contract, renewable. 78 PO 199

## LEKTOR IN ENGLISH (GERMANY)

English Department, University of The Saar, Saarbrücken. To teach English for 12-14 hours per week at various levels to trainee secondary school teachers and assist with preparation of examinations and translation problems.

Qualifications: Degree in English and MA in Applied Linguistics or Diploma in TEFL essential. Good command of German indispensable. Preferred age 25-30.

Salary/Benefits: Approx. DM2,867 per month according to age and qualifications (£2,848 pa). An allowance will be paid to a married lecturer with children. 1 year contract, possibly renewable. 78 UU 115

## VISITING PROFESSOR OF ENGLISH (BRAZIL)

Federal University of Santa Catarina, Florianópolis. Required for February 1979. Duties include teaching language and linguistic components course leading to MA in English Language and Literature, supervising MA theses in these areas, assisting with the teaching of English Language to 3rd year undergraduates and acting as Local Secretary for the Cambridge examinations.

Qualifications: MA in Linguistics/ELT; considerable overseas teaching experience, including some work in Linguistics, preferably in a university. Age range under 50. Knowledge of Brazilian Portuguese desirable.

Salary: £5,000-£8,129 pa.

Benefits: Free furnished accommodation; overseas and children's allowances; medical scheme; employer's portion of present UK superannuation. 2 year Formula contract, probably renewable. 78 PU 114

## PROJECT SUPERVISOR (ESP) (IRAN)

Ferdowsi University Service English Project, British Council/Ferdowsi University, Mashhad. This is a new project whereby the British Council and Birmingham University have undertaken to provide Special English programmes within the English Department of Ferdowsi University for students of Medicine.

Qualifications: Degree plus MA in Applied Linguistics (or of level 1 year university diploma in TEFL); 5 years relevant experience essential. Single candidate, age range 30-35 years preferred; married candidates with up to 2 children of primary age eligible.

Salary: £5,691-£8,577 pa. Cash benefits to include accommodation allowance up to £3,250 pa; baggage and installation allowance up to £1,500 and personal allowance up to £1,344 pa; children's education allowance up to £1,344 pa; children's education allowance up to £1,344 pa; children's education allowance up to £1,344 pa.

Sub-Formula contract. 78 HO 85

Return fares are paid. Local controls are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 25 Davies Street, London W1V 2AA.

## MINISTRY OF DEFENCE Senior Primary School Appointments in Federal Republic of Germany for April 1979

Applications are invited from appropriately qualified and experienced teachers for the following senior primary school appointments in the Federal Republic of Germany:

### HEADSHIPS

Lippstadt Primary School (Group 8)  
Lippstadt School is a purpose-built primary school. The original building is of traditional design and houses a transition class and seven junior classes. Two four-year open-plan units were added in 1972 to accommodate the infant department and two upper junior classes.

Nienburg Primary School (Group 5)  
Nienburg School is a purpose-built open-plan primary school. The infant unit, the junior unit, the administration block, kitchen, etc. are situated on the four sides of the central hall. The lower and upper infant units accommodate three groups each in home base units, interspersed with resource areas around a central working area. The juniors are housed in four pairs of classrooms divided by movable screens and land themselves to cooperative teaching. There are also several resource areas.

### DEPUTY HEADSHIP

Berne Wallis First School (Group 8)  
Berne Wallis First School is a purpose-built first school which occupies a traditionally designed accommodation. There is a three-classroom annex some five kilometres from the main building.

The Service Children's Schools Abroad cater for the families of British Servicemen and sponsored civilians temporarily absent from the United Kingdom. Salary is in accordance with current British scales in addition to the London Area Allowance of £402 per annum. Foreign Service Allowance, tax-free allowance, is payable. Superannuation, normal rights are safeguarded. Accommodation is rent-free or in allowance towards the rent is payable. Duration of engagement, initially for a period of three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement. Requests for air application form should be made on a postcard to:

Ministry of Defence  
CM(S)4L Room 343  
Lancaster House  
Thameside Road  
London WC1X 8RY

or by telephone on 01-430 8387 or 01-430 8388. The closing date for completed application forms is 27 October 1978.

## NEW ZEALAND EDUCATIONAL INSTITUTE (REGD.)

Applications are invited for the two senior positions in New Zealand's largest professional organization.

### NATIONAL SECRETARY

The National Secretary is the Chief Executive Officer responsible to the National Executive for ensuring a good working spirit and commitment to the purposes of the organization. The successful appointee would be expected to have a thorough knowledge of the teaching profession in New Zealand and political sensitivity in relation to employing authorities, government, the public and other agencies. The appointee will work closely with the President in implementing institute policy.

### DEPUTY NATIONAL SECRETARY

This officer is deputy to the National Secretary in the areas specified above and will be responsible for office organization, administration and the development of the professional activities of the Institute. A good knowledge of the administration of education is essential. Remuneration: the salary and allowances for both positions have relatively with senior positions in the Department of Education.

An information sheet giving more details of the positions is available from the National Secretary. Applications which close on 31 October, 1978 are invited for either or both positions and should be addressed to:

National Secretary  
New Zealand Educational Institute  
Box 1465  
WELLINGTON

For further details and application form for National Secretary, please contact the National Secretary.

## Administration Local Education Authority

### GLYO

### COUNTY COUNCIL

### EDUCATION DEPARTMENT

### CAREERS OFFICER

### EDUCATION OFFICER

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**WEST SUSSEX**

**Senior Advisory Officer for Primary Education**

£9,288-£9,975

(Soulbury-Burnham H. T. Group 11)

This Officer is one of five who lead the advisory team. Responsibilities include assisting in the formulation of policy, stimulating and monitoring of educational development, coordination of advisory activities in primary schools and work related to appointments and probationers. Candidates must have wide experience, detailed knowledge and full understanding of primary, including middle school, education and be prepared to work within the overall context of the entire education service.

Details and application form from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap stamped addressed envelope. The closing date for this appointment has been extended to October 20, 1978, and all applications already submitted are being considered.

Applications are invited by the Governing Body of the Lord Mayor Treloar College for a

**BURSAR**

The College is a Non-Maintained (Independent) Special Boarding School for the education of 250 physically handicapped boys and girls. The present Bursar who is also Secretary to the Trustees, will continue in the latter capacity.

The appointment will be effective from 1st April, 1979.

Salary negotiable within the scale £6,889 to £7,118. Free house provided.

Further particulars and forms of application may be obtained from the Secretary to the Trustees, Treloar Trust, Froyle, Alton, Hants, enclosing S.A.E.

**Schools Council**

**The Schools Council Industry Project  
A Central Team Member**

The Schools Council Industry Project is a major curriculum development project conducted in close consultation with the CBI and TUC. It is engaged on a range of curriculum development work in five LEAs. In each of which it has a full-time teacher co-ordinator funded jointly with the local authority. An additional member of the central team is now sought. Applications are invited from teachers with senior experience in school, or in an advisory capacity, with an interest in the interface between school and work. A background in economics would be an advantage. The appointment will be from January 1979, and it is hoped that a secondment can be negotiated with the successful candidate's Authority. Application forms should be obtained from Miss C. L. Alcock, Schools Council, 180 Great Portland Street, London W1N 6LL. Telephone No. 01-580 0352, ext. 351, and returned to her by the 18th October.

**OXFAM  
REGIONAL  
ORGANISER  
SUSSEX**

We are looking for a versatile and energetic man or woman with managerial experience and leadership skills to take responsibility for the development of Oxfam's work in Sussex. Under the guidance of the Area Director, the main task will be to establish and support groups of voluntary helpers engaged in a variety of fund-raising activities. The successful candidate will be responsible for the day-to-day running of the group, liaising with staff and volunteers, the ability to speak in public and cope with committee work, office management and budgetary controls. Candidates must be experienced car drivers and possess a clean driving licence. For further details and application form, write to Personnel Department, Oxfam, 274 Barbican Road, Oxford, OX2 7DZ, quoting reference 758/61.

**Post Vacant:**

**BURSAR**

St. Anne's School, Windermere  
Lake District National Park

The Governors invite applications for the post of full-time School Bursar which will become vacant on March 31, 1979 on the retirement of the present Bursar.

Salary will be commensurate with age and experience. A professional accountancy qualification is required and a knowledge of mechanised accounts helpful. School experience is not essential.

Further details will be provided by the Clerk to the Governors, Messrs Parkinson & Scott, 14 Church Street, Ambleside, Cumbria, to whom applications should be sent in writing, to include curriculum vitae and names and addresses of two referees. Interviews will be held in November.

**ADMINISTRATION  
Local Education Authority continued**

**WEST SUSSEX**

Qualified CARPUS OFFICER for Southern Area. Applications should be sent to the Director of Education, County Hall, Chichester, West Sussex PO19 1RF. Closing date 20th October, 1978.

**WALSLEY  
METROPOLITAN BOROUGH OF  
EDUCATION continued**

Applications are invited from suitably qualified teachers for the post of Senior Administrative Assistant in the Schools Section of the Education Department. Applicants should have a wide experience in the Education Service. Application forms and further particulars may be obtained from the Chief Education Officer for Schools (S.1), Town Hall, Creyford (Tel. 01-303 777 Ext. 542/3) and should be returned by 16 October, 1978.

**HM Inspectors of Schools  
HIGHER AND FURTHER EDUCATION**

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors to work mainly in the field of higher and further education, excluding universities. All HMIs undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below.

**AGRICULTURE, HORTICULTURE  
AND ALLIED SUBJECTS**

Applicants must have an appropriate degree or diploma in agriculture, horticulture or a related specialist subject, with experience of teaching in higher and further education. They should also have had experience of commercial production or professional practice in one or more of the above areas of work.

**APPLIED BIOLOGY**

In addition to appropriate academic qualifications, applicants must hold, or have held, a position of some seniority in or connected with further and higher education. Industrial experience or some involvement with medical aspects of biology advantageous.

**COMPUTER EDUCATION**

Applicants must have had considerable experience and responsibility in the field of computing and data-processing, and have an active interest in computer applications in education, industry and commerce. A general interest in the teaching of mathematics in the higher and further education sector advantageous.

**CONSTRUCTION**

The work will involve all aspects of construction education at grade 12, technical and professional levels. Applicants must have a degree or equivalent professional qualifications in one or more of the following disciplines: architecture, town planning, quantity surveying, estate management, building, building services engineering, civil engineering. Appropriate teaching and professional/industrial experience essential.

**ENGLISH AS A FOREIGN  
LANGUAGE (EFL)**

Applicants should preferably have a first degree in modern languages or English and postgraduate qualifications in linguistics or teaching EFL. Valid experience of teaching of EFL essential, preferably including work in maintained and independent FE institutions.

**FOOD EDUCATION**

Applicants must have academic/professional qualifications in hotel, catering or institutional management and experience of teaching in further and higher education. Appropriate industrial experience essential.

**GENERAL EDUCATION**

Applicants must have varied experience in the general and vocational education of young people over 16. Their academic qualifications may be in the humanities or in science or physical sciences. Experience of curriculum development, of communication studies or of educational technology advantageous.

**HEALTH AND HOME ECONOMICS**

In addition to academic qualifications and professional/industrial experience in home economics or the health and welfare services, applicants must have teaching experience in further education and be prepared to take a general interest in the educational opportunities available to women and girls.

**MANAGEMENT STUDIES**

Applicants must have appropriate academic/professional qualifications and experience of management of one or more of the following would be advantageous: marketing, behavioural aspects of management, post-experience and post-qualification management programmes and trade union studies at all levels.

**MANAGEMENT/BUSINESS STUDIES**

Applicants must be qualified to contribute to the instruction of Management Studies as outlined above but must also have experience of teaching on BEC or CMAA courses in business studies.

**SOCIAL SCIENCES**

Applicants must have a qualification and experience in social work; or an academic qualification in social administration, sociology or the social sciences; and have appropriate teaching experience in higher or further education.

Starting salary within the range £7,825 to £10,800 (higher in London). Higher posts are normally filled by promotion.

Application forms (to be returned by November 3) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Marsh House, 38 York Road, London SE1 7PH, telephone 01-928 9222, extension 2237, or 2488. Please quote ref. 758/61.

Department of Education and Science

**Metropolitan Borough of  
WIRRAL  
CAREERS OFFICER**

£3,732-£4,632

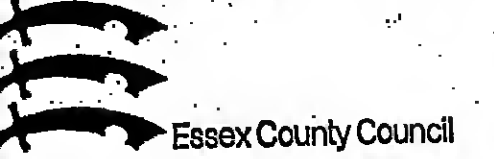
For Bebington Careers Office. Applicants should be experienced or possess the Diploma in Careers Guidance or its equivalent.

Application forms from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (telephone 051-847 7020 ext. 118), returnable by 20 October.

**Advisory Teacher  
for Mathematics**

Applications are invited from suitably qualified teachers for the following new post with effect from 1st January, 1979, or as soon as possible thereafter. The successful applicant will be required to work with teachers and to participate in in-service education programmes. It is anticipated that the successful candidate, who will be concerned mainly with the teaching of mathematics in primary schools, will spend part of his/her time working with a new County Advisory Centre for Mathematics which will be established in Brantwood during 1978/9.

Application forms and further details may be obtained from: County Education Officer (S), PO Box 47, Market Road, Chelmsford. Closing date: 20th October, 1978.



Essex County Council

**Senior  
Administrative  
Assistant**

Salary P.O.1 (D)—£5,727 to £6,342 plus £285 London Allowance.

Applicants are invited for the post of Senior Administrative Assistant in the Schools Section of the Education Department. Applicants should have a wide experience in the Education Service.

Application forms and further particulars may be obtained from the Chief Education Officer for Schools (S.1), Town Hall, Creyford (Tel. 01-303 777 Ext. 542/3) and should be returned by 16 October, 1978.

**Bexley London Borough**

**LONDON BOROUGH OF BARNET  
EDUCATION DEPARTMENT**

**GENERAL ADVISER  
FOR ENGLISH**

Salary £2,751 to £3,435, plus £287 Outer London Allowance (Equibury Scale, Group 10 Headship).

To join a team of 12 Advisers, all with specialist and general responsibilities. Varied and wide teaching experience in primary and secondary schools, together with enthusiasm, drive, and a keen interest in all aspects of the teaching of English and language, including drama, literature, and in-service education.

Further particulars and an application form from the Director of Educational Services, London Borough of Barnet, Town Hall, Friem Barnet, London N11 3OL. Closing date: October 13, 1978. Reference: 2488/78.

Department of Education and Science

**Lincolnshire  
Education**

**Careers Officer**

LINCOLN CO £3,180-£3,831/£4,368 inclusive. Required in the Lincoln Careers Office. Applicants should be experienced and/or qualified Careers Officers including those who have completed or who are attending DCG Courses.

Minimum starting salary for qualified careers officers will be £3,851 inclusive. Applicants must hold a current driving licence and a car allowance is payable. The County Council has a scheme of removal and lodging allowances payable in appropriate cases.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln (telephone Lincoln 0522) (25831 extn. 346—please quote ED 284). Closing date for applications 20 October, 1978.

**Royal County of  
BERKSHIRE**

**CAREERS OFFICER**

£4,245-£5,073

Applications are invited for the post of careers officer to specialise in work with more able students. The post is based at Reading Careers Office, in modern accommodation. The post carries an essential car allowance and assistance may be available with removals. Further particulars are available from the Director of Education (C.), Kennet House, 80/82 Kings Road, Reading RG1 3BL. Closing date: October 20.

**London Borough of Havering  
Education Department**

**ADMINISTRATIVE  
ASSISTANT**

Schools' Liaison Team  
Salary £5,058-£5,358—Grade AP5

The post offers the opportunity for a young graduate with teaching experience to enter schools' administration or for an administrator to broaden his/her experience with schools work.

Duties involve responsibility for clerking Governors' meetings, follow-up work and general liaison between headteachers and governing bodies, together with other related duties as required. Most meetings are in the evenings but compensation leave is allowed.

Car allowance; assistance with removal expenses and temporary housing may be available. Application forms with further particulars from the Director of Educational Services (Ref. RFG/GC) returnable to Mercury House, Mercury Gardens, Romford RM1 3OR. Closing date 11 October.

**EDUCATION DEPARTMENT  
TEMPORARY  
CAREERS OFFICER**

£4,245-£4,632 (Inclusive of Supplement)

Applications are invited for this post which is financed by the Department of Education and which is specifically created to assist with the problems of unemployed young people. Candidates must be qualified Careers Officers.

**TRAINEE  
CAREERS OFFICER**

£1,658-£2,279 (Inclusive of Supplement)

The successful applicant will be required to undertake a full-time course of training for the Diploma in Careers Guidance. Further details and application forms from the Establishment Officer, Town Hall, Barnetley. Closing date: 20th October, 1978.

**BARNESLEY  
METROPOLITAN BOROUGH COUNCIL**

**LONDON BOROUGH  
OF BARKING**

**EDUCATION DEPARTMENT**

**Careers Officer**

Salary Grade AP2/4 scale, £3,584 to £4,917 inclusive, and will not be less than £4,017 for applicants holding the relevant qualifications.

Applications are invited for the post of Careers Officer with a lively and dedicated team working in a Borough where experimentation and initiative are encouraged. Applicants should preferably be in possession of the Diploma in Careers Guidance, or be students about to complete an appropriate course of training. Other applicants should have similar professional qualifications, together with relevant experience in teaching or industry.

Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the Chief Education Officer, Town Hall, Barking, Essex. Closing date 14 days from the appearance of this advertisement.

**THE SCOTTISH  
TECHNICAL EDUCATION COUNCIL**

Invites application for the post of

**EDUCATION  
OFFICER**

for duties involved in the development and administration of courses and assessment procedures. A degree or membership of an appropriate professional body and experience of further education are desirable.

The salary attached to the post is £8,910 per annum (under review). Further particulars may be obtained from the Chief Officer, 38 Queen Street, Glasgow G1 3DY, to whom application should be made by 24 October 1978.

**Harrow College of Further Education  
Registration and  
Examinations Officer**

Up to £4,431

(Grade AP3 Under Review)

Reporting to the Senior Administrative Officer the duties include the registration of students, conduct of examinations and administration relating to enrolment, checking and assessment of fees.

The post offers interesting and varied work and demands high standards of accuracy and attention to detail as well as ability to communicate with students, staff, examining bodies and education authorities.

Applicants (men or women) should be educated to at least "A" level standard and preferably have some experience of registration and examination procedures within a college.

For an informal discussion about the post and/or an application form, telephone 01-423 8121 or write to: Senior Administrative Officer, Harrow College of Further Education, Uxbridge Road, Pinner, HA6 4EA. Application forms returnable within 14 days.

**Harrow Education**

**Royal County of  
BERKSHIRE**

**CAREERS OFFICER**

£3,852-£4,752

Applications are invited for the post of Careers Officer at the Bracknell Office. The post offers experience in a developing new town. Candidates must be qualified careers officers (students completing courses in December 1978 will be considered). Car allowance; assistance towards removal may be available.

Further particulars and application forms available from the Director of Education (C), Kennet House, 80/82 Kings Road, Reading RG1 3BL. Closing date: October 20.

**National Railway  
Museum, York  
ASSISTANT  
EDUCATION  
OFFICER**

To be involved with the provision and development of all the Museum's educational services for colleges, etc. Candidates should normally have either a degree or equivalent qualification in science, engineering, history, or geography, or a recognised teaching qualification. Learning or teaching experience, preferably at primary or secondary school level, essential. Ability to write Museum educational publications and knowledge of the history of railways and railway technology highly desirable. Experience in using and devising demonstration apparatus and teaching aids advantageous.

Salary as Research Assistant Grade 1, £4,100-£4,445 or Research Assistant Grade 11, £2,885-£4,415. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 27 October, 1978) write to Civil Service Commission, Alcester, Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0245) 26561 (answering service operates outside office hours). Please quote ref Q(45)282.

Department of Education and Science











